



UniSA

Assessment

Policies and Procedures Manual

2019

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Introduction

The Assessment Policies and Procedures Manual (APPM) prescribes the assessment policies and procedures which apply to the majority of courses offered at UniSA.

The manual applies to:

- undergraduate and postgraduate coursework programs
- academic misconduct and appeals against preclusion in postgraduate coursework programs with a significant research component. All other aspects of these programs are managed in accordance with policy *A-49: Postgraduate coursework degrees with a significant research component*
- enabling programs
- single course and cross-institutional enrolments
- students studying in Australia and offshore
- Open Universities Australia (OUA) units delivered through UniSA.

The APPM does not generally apply to honours degree programs or higher degrees by research, although final grades for all programs are explained in Section 8. Honours degree programs are managed primarily in accordance with policy *A-42: Bachelor honours degree programs*, and referred back to the manual for various processes. Higher degrees by research are managed in accordance with the policies located on the University's policy webpage.

The Assessment Policies and Procedures Manual is revised annually, distributed in hard-copy and published on the University's website. The manual remains in effect for the calendar year, and is only amended during that year in response to changes in external legislation or guidelines.

Assessments undertaken in an earlier year are governed by the manual for that year.

Authority

Academic Board approves the Assessment Policies and Procedures Manual.

Delegations of authority for decision-making must be made in writing.

Discretionary decisions about academic issues should be based on sound academic judgement.

Specified timelines

The manual specifies timelines for academic and administrative procedures. Students in unexpected or exceptional circumstances may be able to request an extension to specified timelines, but the full range of outcomes may not be available after those timelines have passed. Staff must advise students in writing if they change any specified timelines.

Communicating with students

The University communicates with students primarily through the student portal and student email accounts. Students are expected to check their email and the portal regularly. In certain circumstances the University will also send a copy of the communication to the postal address as shown on the student's record. The relevant clauses of this manual outline where this is the case. The University will also communicate, by letter, to the student's postal address where the student does not have access to electronic communication.

Storage and disposal of documents

Copies of all documents and correspondence with students relevant to the procedures in this manual are to be retained on the student's file in Campus Central or the UniSA partner administration office. The student files are the central and only repositories of documentation about a student.

The University is required to manage its records in accordance with General Disposal Schedule No. 24, under the State Records Act 1997 (SA). Queries about records management should be directed to the University's Records Management Office.

Further information for staff

For advice about applying this manual, staff should contact the Director: Student and Academic Services.

For assistance in interpreting this manual, staff should contact the SAS Policy team via SASpolicyteam@unisa.edu.au

Information for students

For further information or clarification about the policies and procedures in this manual, students should contact Campus Central or a UniSA partner administration office.

For assistance with an appeals process, students should contact the University of South Australia Students Association (USASA) or a UniSA partner administration office.

The University communicates with students primarily through the student portal and student email accounts. In certain circumstances the University will also send a copy of the communication to the postal address on the student's record. The University will also communicate by letter to the student's postal address where the student does not have access to electronic communication. For this reason students are responsible for ensuring the contact information on their student record is up to date at all times.

Students can update their contact information by logging into their student portal (myUniSA) <https://my.unisa.edu.au/public/studentweb/>

General forms for domestic and international students referred to in this manual can be found at <http://i.unisa.edu.au/campus-central/Student-Forms/Student-Forms-2/>

Significant amendments in this edition

The 2019 Assessment Policies and Procedures Manual includes the following substantive amendments. Editorial amendments are not listed.

Clause	Amendment
Introduction	Inserting information regarding the method of communication to students. Also that it is the responsibility of students to ensure that their contact details are kept up to date at all times.
1.2.5a	Updated to ensure all courses include more than one summative assessment.
1.2.5d	Updated with “all courses must provide students with early feedback on their progression towards course or program learning objectives” and removed the requirement for at least 15 per cent of the total assessment for the course to occur in the first half of the teaching period.
4.6.2 and 4.6.3	Notifications and meeting timelines added to misconduct during practice-based learning.
7.3.3	Removed clause regarding the granting of an extension if dispatched materials are received.
7.5.5b	Students under review for academic misconduct have been excluded from the supplementary assessment provision for students receiving a F1 or F2 in one or both of their final two courses.
7.11.2	Updated to specify that religious observances that are within the students control are not special circumstances.
9.6.11	Where an academic inquiry outcome warrants suspension, students must be notified of all reasons for a formal inquiry outcome.
9.6.11d iii	Removed: students do not need to be advised of their access to an external appeal avenue until all internal appeals are exhausted.
9.6.12	Outcomes to formal inquiries will be formally communicated to the student via their student email, with copies sent to a student’s postal address.
10	‘Program facilitator’ has been included in certain circumstances to reflect the involvement of UniSA Online in the academic review process.
10.3.8	Added: Specific information must be recorded and retained by the academic review committee. (Recommended by the Office of the Training Advocate (OTA)).
10.4	The membership of the Appeals Committee has been reduced to require just two academic staff members instead of at least four.
10.4.2	Added: Members of the initial academic review committee should not also be members of the appeals committee. (Recommended by the Office of the Training Advocate (OTA)).
10.4.10	Outcomes of appeals committees will be formally communicated to the student via their student email, with copies sent to a student’s postal address.
10.4.14	Added: Specific information must be recorded and retained by the appeals committee. (Recommended by the Office of the Training Advocate (OTA)).
11.3.2	Added: Members of the Student Appeals Committee should not include members involved in a student’s previous appeals decisions. (Recommended by the Office of the Training Advocate (OTA)).
11.5.1	Outcomes of the students appeals committees will be formally communicated to the student via their student email, with copies sent to a student’s postal address
11.5.2	Added: Specific information must be recorded and retained by the Student Appeals Committee. (Recommended by the Office of the Training Advocate (OTA)).

1

Assessment principles and requirements

Purpose

This section prescribes the assessment principles and requirements at course and program level, including assessment design and student workload.

If a student believes that the requirements in this section are not being complied with, they should discuss this with the relevant program director.

Relevant to

All students enrolled in

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

Cross-references

- *A-46: Confidentiality of students' personal information*
- *A-49: Postgraduate coursework degrees with a significant research component*
- *Code of Conduct for Students*
- *Code of Good Practice: University Teaching*
- *Coursework Program Approval Manual*

1.1 Principles of student assessment

1.1.1 Assessment plays an essential role in shaping student learning

Assessment practices should promote student engagement, support student learning and judge levels of performance.

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 opportunities for students to achieve 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)
- e. provide a variety of types of assessment (see clause 1.1.4)
- f. develop, support and monitor students' readiness to undertake more advanced course requirements and practice-based learning activities.

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, 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 and disability principles, catering for both individual and group diversity. All assessment models have limitations. A variety of assessment techniques should be used to minimise disadvantage. 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 must be clear and explicit so that students know what is expected of them for each assessment task.

1.1.7 Good assessment practice gives students timely feedback on their learning

Quality feedback is clear and constructive, and enables students to make sensible judgements about modifying aspects of their academic performance to meet course objectives. 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

Quality assurance of assessment is an integral component of assessment design. Assessment methods and judgements must be valid and reliable, and regularly subjected to peer review, discussion and consensus. The setting and marking of assessment tasks should be subject to moderation processes to improve their validity and reliability. External benchmarking should be included where appropriate.

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 educate students about academic integrity, and minimise academic misconduct.

1.1.10 Practice-based learning assessment should recognise the importance of authentic experience

Assessment of student performance in practice-based learning activities should recognise the importance of authentic experience, and the integral role that authenticity plays in the students' learning and acquisition of graduate capabilities.

1.2 Requirements for coursework programs

1.2.1 The requirements of clauses 1.2.2 to 1.2.5 are mandatory for undergraduate programs and discretionary for postgraduate programs.

1.2.2 When planning teaching, learning and assessment activities, academic staff must 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 all face to face delivery components, participation in online activities, completion of assessment tasks, and self-directed, independent course related reading, research and reflection. In total, the time students need to spend on all activities should not exceed 35 hours per unit within a course. For example, a 4.5 unit course x 35 hours = 157.5 hours.

1.2.3 Mapping assessment load and intensity across a program is essential. Unless a specific variation is approved by school and division boards, program directors will monitor due dates for assessment tasks in core courses to ensure students are not unreasonably overloaded at any one time during a study period.

- 1.2.4 For the purpose of this policy, assessment tasks that contribute to the final grade in the course are divided as follows:
- a. **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 beyond normal expectations for class participation. A course may include a number of these tasks during the study period. Collectively these are known as 'a set of continuous assessment tasks'. Staff should avoid overusing continuous assessment tasks, especially in higher level courses.
 - b. **An assessment point** occurs when students are asked to submit work at a specified point of time in the course. This includes final examinations. Tasks associated with assessment points require students to work beyond their regular contact and preparation time.
 - c. **Additional assessment requirements** (or 'assessment hurdles') are conditions for passing a course or assessment task other than the overall mark. They include, but are not limited to, achieving a specified outcome in a particular aspect of the course, or specified participation requirements.

1.2.5 Unless a specific variation is approved by school and division boards, the following requirements apply:

- a. All courses must have more than one summative assessment. The length, depth and complexity of each assessment task should reflect the unit value of the course and be consistent with word count requirements in 1.2.5.f
- b. A summative assessment may be worth no more than 70 percent of the final mark.
- c. There will be no more than three assessment points in any course, plus the option of one set of continuous assessment activities.
- d. All courses must provide students with early feedback on their progression towards course or program learning objectives.
- e. If an assessment based on group work exceeds 30 per cent of the total marks available for a course, individual contributions will also be assessed.
- f. For a 4.5 unit course, 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.
- g. If participation is assessed, it should be clear how it relates to course objectives and on which type of criteria it will be judged. In undergraduate courses, the percentage weighting given to participation in class or designated online activities will be no more than ten per cent and will count as one assessment point.
- h. All text-based assessment tasks should be submitted electronically using the University's electronic assignment management system within *learnonline*. Provisions must be made for students who do not have access to electronic communication.
- i. These requirements apply 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 (for example, in group work, or the creation and development of a performance) and the degree of intellectual independence and creativity required.

1.3 Communication of assessment requirements to students

- 1.3.1 The course outline explains the expectations of each assessment task, its relationship to the program Graduate Qualities, and the criteria and standards by which performance will be judged.

1.4 Feedback to students

- 1.4.1 Feedback is one of the most important aspects of the learning process. It enables students to make timely and informed judgements about their performance, so that subsequent assessment can be undertaken with improved likelihood of success.
- 1.4.2 Feedback can be provided in a variety of ways, including:
- model answers to questions
 - verbal comments to individuals and/or a class
 - comments via email and/or online forums, to individuals and/or a class
 - comments on presentations and participation in class discussions
 - preliminary discussion about an assessment task
 - written feedback on drafts of an assessment task
 - written comments on feedback forms
 - via the University's electronic assignment management system within *learnonline*.
- 1.4.3 Each student who has contributed to a group assessment task that exceeds 30 per cent of the total marks available for a course, will receive individual written feedback.
- 1.4.4 Feedback on assessment tasks 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 offshore students, feedback will be provided within 15 working days.
- 1.4.5 If 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).
- 1.4.6 Feedback for summative assessment (excluding final examinations) will be provided via the electronic assignment management system within *learnonline*, and will include as a minimum:
- an indication of the graduate qualities being assessed by the task
 - a mark or grade
 - comments in response to key components of the task and/or a summary comment.
- 1.4.7 If summative examinations are used in a course, course coordinators are required to ensure that appropriate feedback is available to students, for example provision of worked solutions on the *learnonline* course site or group feedback sessions.
- 1.4.8 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. This will be arranged on a case by case basis.
- 1.4.9 Students seeking individual feedback about a summative examination must contact their course coordinator within ten working days following the finalisation of results for that study period.
- 1.4.10 Students undertaking practice-based learning activities should receive regular and constructive feedback about their performance, either from the course coordinator, designated UniSA placement supervisor, and/or the supervising professional in the workplace.

1.5 Examinations as an assessment technique

- 1.5.1 Summative examinations may not contribute more than 70 per cent of the marks on which final grades for any course are based.
- 1.5.2 If a professional association requires that summative examinations in any course count for more than 70 per cent, schools must seek approval from the division board as part of the program approval process.

1.6 Management of assessment

- 1.6.1 In accordance with policy A-46: *Confidentiality of students' personal information* and the University's *Privacy Policy*, the University will take reasonable steps to protect students' personal information against loss, unauthorised access, use, modification or disclosure, and misuse. This includes assessment processes, submission of assessment tasks including cover sheets, and providing results and feedback to students.
- 1.6.2 Requirements for assessment task cover sheets:
- a. For individual assessment tasks submitted in hard-copy, students must include a signed and completed cover sheet.
 - b. For individual assessment tasks submitted via *learnonline*, a cover sheet is not required as the system automatically generates one.
 - c. For group assessment tasks submitted in hard-copy, each member of the group must sign the cover sheet.
 - d. For group assessment tasks submitted via *learnonline*, the cover sheet is generated for the student who submits the task.
- 1.6.3 Distribution of marked assessments:
- a. Course coordinators will determine how marked assessment tasks are returned to students. This information will be included in the course outline.
 - b. Marked assessment tasks can be returned to students by any one of the following methods:
 - i) electronically to the individual student via *learnonline*
 - ii) collection during class, only by the student
 - iii) collection from the school office. Students must present their student ID card
 - iv) collection from course coordinator, lecturer or tutor by prior arrangement
 - v) by post, if students attach an A4 stamped, self-addressed envelope to their assessment task, with correct postage
 - vi) test/exam results may only be displayed in public if the student ID and result are the only information displayed. 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 Students must retain a copy of all work submitted until the final grades are released.

2

Course Outline

Purpose

This section prescribes the requirements for the course outline.

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, course outlines are referred to as 'Unit Information Booklets').

2.1 Course Outline

2.1.1 A course outline:

- a. is required for all onshore and offshore courses
- b. must be consistent with the course outline approved during the program approval process
- c. is created using the web-based course outline application, and
- d. must be made available online before the first day of teaching in the course.

2.1.2 The course outline must contain the following information, if applicable to that course:

- a. administrative arrangements that will support the delivery of the course, including the name and email address of the course coordinator and other relevant staff
- b. an anticipated response time for student enquiries
- c. the assessment schedule
- d. the weighting of each assessment task towards the final grade
- e. details about the format and requirements of each assessment task, and the relationship of each task to the course aims and objectives and the University's Graduate Qualities
- f. specific information about assessment tasks that require recording of student participants. This should include advice that students must not reproduce, disclose or publish the recordings or related material in the public domain, unless the videoed students give consent for reproduction, disclosure or publication.
- g. the referencing style to be used, for example Harvard Style.
- h. arrangements and timelines for submitting assessment tasks and an anticipated timeline for returning, and providing feedback about, assessment tasks
- i. how marked assessment tasks will be returned to students (see clause 1.6.3)
- j. school practice for penalising late submissions, such as:
 - i) refusing to accept a late submission, or
 - ii) applying other penalties, or
 - iii) accepting the late submission if the student can provide evidence of unexpected or exceptional circumstances.
- k. the broad marking scheme for each assessment task, and the criteria and standards by which performance will be judged
- l. information about the examination 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) whether the examination is closed book, open book, or part open book (see definitions)
- v) where applicable, advice that variations to examinations are not available in the course. In these cases the course coordinator is responsible for informing Student and Academic Services that variations to examinations are not available in the course.
- vi) any variations to the standard requirements for examinations which are different from the provisions in Section 7 of this manual
- m. the obligations of students and schools for arranging placements, and related accommodation, travel, and living away from home assistance
- n. any additional requirements for the course including, but not limited to:
 - i) achievement of a certain minimum level of competence in the theoretical and/or practical components of the course
 - ii) participation requirements
 - iii) criminal history assessments
 - iv) immunisations
 - v) mandatory reporting training
 - vi) first aid training
 - vii) medical fitness and/or suitability for placement (see section 4)
- o. for each assessment task in the course, whether re-marking or re-submission is allowed (see section 5)
- p. conditions regarding extensions to assessment task due dates (see section 7)
- q. whether supplementary assessment or examination is *not* available in the course (see section 7)
- r. guidance about academic integrity (see section 9), including:
 - i) where appropriate, examples of what would constitute academic misconduct in the course and/or an assessment task, and
 - ii) a reminder that student work may be checked for plagiarism using text comparison software and held in a data base for future reference
- s. a reminder that students must not submit the same work in whole or in part, for assessment in multiple courses of the University
- t. the extent to which specified assessment methods and requirements are negotiable between academic staff and students
- u. instructions for accessing feedback forms via *learnonline* (see clause 1.4.2)
- v. instructions/hyperlink indicating where to locate an assignment cover sheet, if required
- w. whether the course has prerequisites, and whether the course serves as a prerequisite for a practice-based learning activity included in a future course.

2.1.3 Once the course outline has been made available to students, the contents must not be changed unless this is 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 attempt to minimise disruption or disadvantage arising from the changes. If changes are made, the course coordinator must re-publish the course outline to the *learnonline* course site. Students will be automatically notified by email when a course outline is re-published.

3

Moderation

Purpose

This section prescribes the principles and procedures for moderation of course assessment.

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

Cross-references

- *A-35A: Quality assurance and improvement: programs, courses and teaching arrangements*
- *Coursework Program Approval Manual*

3.1 Moderation of assessment

- 3.1.1 Moderation of assessment supports high quality assessment practices which are an important element of the University's quality assurance framework.
- 3.1.2 Division moderation practices must be approved by Academic Board.
- 3.1.3 Each division is required to ensure that moderation practices in its schools are documented and specify:
 - a. how assessment tasks are reviewed in relation to course objectives, student workload and, where applicable, professional accreditation requirements
 - b. practices ensuring consistent, valid and reliable judgements are made about student performance in relation to learning outcomes within and across courses. This might include the use of:
 - i) marking guides
 - ii) second marking, where a second marker assesses a representative sample of student work
 - iii) double-blind marking, where high-value assessment tasks are marked independently by two assessors
 - c. how marks and grades are reviewed
 - d. how the quality of feedback provided to students is reviewed
 - e. any actions that may be required before results are finalised for the study period
 - f. equivalent practices for alternative forms of course delivery such as offshore or external
 - g. the nature and timing of external benchmarking of moderation practices.

4

Practice-based learning

Purpose

This section prescribes the management of placements and other forms of practice-based learning, including:

- course outline and assessment requirements
- legislative obligations and processes relating to medical fitness for clinical placements
- procedures relating to suitability for placement in any academic discipline
- procedures for managing unsatisfactory progress, misconduct, or unprofessional conduct in a practice-based learning environment
- loss of student registration.

Relevant to

All courses and course components that involve practice-based learning in:

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

Cross-references

- *A-46: Confidentiality of students' personal information*
- *A-49: Postgraduate coursework degrees with a significant research component*
- *C-7: Students with disabilities*
- *Civil Aviation Safety Authority Safety Regulations*
- *Code of ethical conduct*
- *Code of good practice: Relationships between staff and students*
- *Health Practitioner Regulation National Law (South Australia) Act 2010*
- *Statute 7: Student misconduct, University of South Australia Statutes*

4.1 General requirements

- 4.1.1 Practice-based learning activities are normally undertaken in either metropolitan or rural South Australia. The University cannot guarantee the availability of interstate activities.
- 4.1.2 Practice-based learning activities include, but are not limited to:
- a. a practicum
 - b. fieldwork
 - c. a clinical placement
 - d. an industry guided simulation
 - e. an industry project or industry experience
 - f. practical training, for example flight training.
- 4.1.3 Students undertaking a practice-based learning activity are required to:
- a. comply with the rules and regulations of the organisation with which they are placed
 - b. comply with relevant professional codes of ethics
 - c. demonstrate the highest standard of honesty, integrity and social responsibility.

- 4.1.4 Students may be obliged to meet certain requirements prior to undertaking a practice-based learning activity, for example undertaking a criminal history assessment, mandatory reporting training, immunisation, first aid certification or medical checks. These requirements must be explained in:
- course and/or program information available to students prior to enrolling, and
 - the course outline, and
 - the student placement system, and
 - other relevant information sources.
- 4.1.5 Students may need to achieve a minimum passing grade for courses, or for assessment components within courses, which are prerequisite to a practice-based learning activity.
- 4.1.6 At least two weeks before a practice-based learning activity commences, the course coordinator must provide each student with written information about:
- assessment requirements
 - conditions under which students will be assigned to an activity
 - the location of the activity, and if available, contact details for the supervisor to whom the student will report
 - the professional standards and workplace requirements of the provider
 - relevant processes if the student has concerns about issues such as exploitation, harassment or unfair treatment during the activity.
- 4.1.7 If students are required to source their own practice-based learning activity, they must provide the course coordinator with the information specified in the course outline (see clause 2.1.2).
- 4.1.8 Variations to assessment will occur in accordance with Section 7 of this manual and/or policy *C-7: Students with disabilities*.

4.2 Medical fitness and clinical placements

- 4.2.1 The University has legislative reporting obligations in relation to concerns about the medical fitness of students on placement in the following disciplines:
- medical radiation
 - midwifery
 - nursing
 - occupational therapy
 - pharmacy
 - physiotherapy
 - podiatry
 - psychology
- 4.2.2 UniSA staff members who are involved in the teaching and/or supervision of students on placement, and who are also health professionals, are subject to these reporting obligations.
- 4.2.3 Concerns about medical fitness can arise in relation to issues 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 or others. Concerns can relate to:
- a physical or mental impairment, disability, condition or disorder (including substance abuse or dependence)
 - a serious communicable disease or infection
 - a propensity for violence, or
 - any other condition or attribute.

- 4.2.4 A staff member of the University who is a health professional and who considers that a student is, or may be, medically unfit as defined in the legislation, must submit a report to the relevant registration board providing their reasons and any other information required by the regulations. The staff member must concurrently report their concerns to the head of school.
- 4.2.5 The head of school and the relevant program director will discuss their concerns with the student. The student must be advised that:
- the ultimate decision regarding medical fitness will be made by the registration board, not the University
 - they will be expected to comply with the registration board's decision
 - they may appeal against the registration board's decision
 - the registration board may impose conditions
 - continuing enrolment in the program is contingent on registration with the registration board.
- 4.2.6 A copy of all reports relating to concerns about medical fitness must be provided to the Provost and Chief Academic Officer and Campus Central or UniSA partner administration office to be retained on the student's file.

4.3 Suitability for practice-based learning activities

- 4.3.1 The University has a responsibility to ensure that students participating in practice-based learning activities are suitable to do so. In addition to the reporting obligations for clinical placements described in clause 4.2, concerns about the suitability of a student to commence in or continue with a practice-based learning activity in any academic discipline may be raised by a fellow student, UniSA staff member, or anyone outside the University. Concerns may relate to:
- evidence of illness or disability which impairs a student's capacity to undertake a practice-based learning activity without the risk of harm or injury to self or others
 - violent or aggressive behaviour
 - intimidation of University staff or fellow students, or practice-based learning hosts or clients
 - evidence of chronic drug or alcohol misuse
 - fraudulent or dishonest behaviour
 - failure to comply with legislative and compulsory pre-placement requirements
 - conviction of an offence
 - communication skills that are inadequate to facilitate a student's success in a practice-based learning activity.
- 4.3.2 A report expressing the nature of concerns about the suitability of a student for a practice-based learning activity must be made confidentially to the head of school in the first instance. The head of school will consider the report and determine whether further action should be taken.
- 4.3.3 If the head of school determines that no further action should be taken, the head of school will inform the person who lodged the report, 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 a practice-based learning activity, and
 - attend a meeting with the head of school and program director to discuss the concerns raised. If the student is unable to attend in person they may participate via email or phone/internet telecommunications.

- 4.3.5 Following the meeting, the head of school may decide to:
- allow the activity to proceed, or
 - allow the activity to proceed subject to an agreed variation in accordance with policy C-7: *Students with disabilities*, or
 - arrange for the student to undertake an alternative activity, or
 - advise the student that documents certifying suitability must be provided before the student can proceed with any practice-based learning activity, or
 - request advice from a suitability advisory panel (see clause 4.4).
- 4.3.6 A copy of all reports relating to concerns about suitability for practice-based learning activities must be provided to the Provost and Chief Academic Officer and Campus Central or UniSA partner administration office to be retained on the student's file.

4.4 Suitability Advisory Panel

- 4.4.1 The head of school will convene a suitability advisory panel on an 'as needs' basis to independently consider concerns about the suitability of a student for a practice-based learning activity.
- 4.4.2 The terms of reference of the suitability advisory panel are to:
- receive a report of concern from the head of school
 - consider the report and any accompanying supporting documents. The panel may request additional supporting documents if required.
 - prepare a written report summarising its decision with reasons
 - treat all information confidentially, as required by policy A-46: *Confidentiality of students' personal information*.
- 4.4.3 The membership of the suitability advisory panel will consist of:
- head of school (chair)
 - Deputy Director: Student and Academic Services
 - senior disability adviser, Student Engagement Unit
- (The role of the senior disability adviser is limited to providing advice about services and adjustments that can be provided to allow the student to safely undertake or continue the practice-based learning activity)
- Director: Council Services and Chancellery
 - a member of USASA Board or nominee
- and the following attendees:
- an executive officer
 - other staff as required, for example program director, course coordinator, coordinator: Clinical Placement Unit, or supervisor of the practice-based learning activity.
- 4.4.4 Panel members must fulfil their role in accordance with the University's *Code of ethical conduct* and the *Code of good practice: Relationships between staff and students*.
- 4.4.5 The chair may appoint an impartial observer who is acceptable to all parties to ensure procedural fairness. The observer will not participate in decision making but will provide written confirmation that procedural fairness has occurred, to be attached to the panel's report.
- 4.4.6 The chair will provide panel members and the student with copies of relevant documents at least five working days before the meeting.
- 4.4.7 The panel will review the evidence and prepare a written report summarising its decision, with reasons.

- 4.4.8 The chair will ensure that any relevant statutory reporting requirements are fulfilled and will notify the student in writing of the panel's decision.
- 4.4.9 After the meeting, the chair will collect and confidentially destroy all copies of relevant documents. One copy of all documents relating to the student's suitability for a practice-based learning activity must be provided to Campus Central or UniSA partner administration office to be retained on the student's file.
- 4.4.10 If the student does not agree with the panel's decision, they may request a review by writing to the Divisional Pro Vice Chancellor within five working days of the date specified on the letter notifying them of the panel's decision.
- 4.4.11 The Divisional Pro Vice Chancellor's review is the final avenue of appeal within the University. The Divisional Pro Vice Chancellor will notify the student of their decision in writing. A copy of the correspondence must be provided to Campus Central or UniSA partner administration office to be retained on the student's file.

4.5 Unsatisfactory performance in a practice-based learning activity

- 4.5.1 Unsatisfactory performance may include one or more of the following:
- failure to meet the assessment requirements as explained in the course outline
 - failure to comply with the provider's professional standards and workplace requirements
 - incomplete or late submission of documents related to the practice-based learning activity
 - failure to discuss critical incidents or issues of concern with the supervisor or course coordinator.
- 4.5.2 Unsatisfactory performance may contribute to:
- a final fail grade in a course, or
 - a fail grade for the practice-based learning component of a course.
- 4.5.3 Students may appeal their final grade for a course in accordance with Section 8 of this manual.

4.6 Misconduct during a practice-based learning activity

- 4.6.1 In the procedures relating to misconduct during a practice-based learning activity outlined below, an academic staff member nominated by the Divisional Pro Vice Chancellor, may act for the relevant head of school.
- 4.6.2 If a course coordinator, supervisor or provider of a practice-based learning activity identifies a student whose:
- behaviour during the activity may contribute to risk of harm or injury to self or others, or
 - behaviour may constitute misconduct under Statute 7 of the University of South Australia Statutes, or
 - actions may involve academic misconduct as prescribed in section 9 of this manual,
- the student will be required to meet with the course coordinator and/or academic integrity officer.
- Upon identifying the issue, the course coordinator will notify the student of the concerns in writing within ten working days, and request a meeting to discuss the issue. The meeting should occur within 20 working days of the initial notification. If the student is unable to attend in person, they may participate via email or phone/internet telecommunications.
- 4.6.3 The student may also be temporarily removed from the practice-based learning activity, and in some instances from the university, until they have met with the course coordinator and/or academic integrity officer. The meeting should occur within 20 working days of the initial notification.

- 4.6.4 The student may be assisted or represented at the meeting with the course coordinator and/or academic integrity officer by:
- a USASA advocacy officer, or
 - a representative of the UniSA partner institution if the student is studying offshore, or
 - any University staff member or student.
- 4.6.5 As a result of the meeting, the course coordinator may recommend that the student may continue with the practice-based learning activity. No further action will be taken to prevent the student participating.
- 4.6.6 As a result of the meeting, the course coordinator may decide that the practice-based learning activity should be suspended and the student removed. The course coordinator must provide a written recommendation to the head of school, supported by reasons.
- 4.6.7 On reviewing the course coordinator's recommendation and undertaking further discussion as required, the head of school may:
- allow the student to continue the practice-based learning activity, or
 - arrange for the student to undertake an alternative practice-based learning activity, or
 - confirm that the practice-based learning activity should be suspended and the student removed. The head of school must commence further investigation into the circumstances leading to the removal of the student (see clause 4.6.9).
- 4.6.8 If the head of school allows the student to continue the practice-based learning activity, or arranges for the student to undertake an alternative activity, the head of school will notify the student and the course coordinator in writing. A copy of the correspondence to the student must be provided to Campus Central or the UniSA partner administration office to be retained on the student's file.
- 4.6.9 If the head of school confirms that the student should be removed from the practice-based learning activity, further investigation should be undertaken as follows:
- for situations involving risk of harm or injury to self or others, follow the procedures set out in clause 4.2 or 4.3, as appropriate
 - for misconduct as defined in University of South Australia Statute 7, follow the procedures set out in Statute 7
 - for academic misconduct as defined in section 9 of this manual, follow the procedures set out in clause 9.5.

4.7 Loss of registration

- 4.7.1 This clause only applies to programs in the disciplines listed in clause 4.2.1.
- 4.7.2 A student must immediately notify the University when a registration board provides interim registration, or cancels, suspends or imposes a condition on their registration. The student should indicate whether they are intending to appeal against the registration board's decision.
- 4.7.3 The University will cancel a student's enrolment in a course or program if the student does not hold the required registration. The student can only be reinstated when they have met registration requirements, and if a place in the course or program is available.
- 4.7.4 If a student cannot be reinstated, the University may offer the student a place in a program for which registration is not required, providing the student meets the entry requirements and a place is available.

5

Re-marking and re-submission

Purpose

This section prescribes the policy and procedures for re-marking or re-submission for assessment tasks that occur during the study period, prior to the final summative assessment.

Relevant to

Assessment tasks 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 projects.

Students who consider that unexpected or exceptional circumstances have affected their final summative assessment may be eligible for secondary assessment as outlined in section 7.

Cross-references

- *A-49: Postgraduate coursework degrees with a significant research component*

5.1 Re-marking

- 5.1.1 Re-marking is where a second assessor marks an assessment task, without the student undertaking any further work. The second assessor is not provided with details of the student's original mark. The second assessor may be from UniSA or another provider, and must have expertise in the area of the assessment task.
- 5.1.2 The same range of marks used for the original assessment task is available for re-marking. The second mark stands, whether it is higher or lower. No further re-marking will be permitted.
- 5.1.3 A re-marked assessment task cannot be re-submitted.
- 5.1.4 Only a student can initiate a re-mark. A student can request a re-mark when they consider that an assessment task has been unfairly or inappropriately marked. A student must request a re-mark from the course coordinator within five working days of the assessment task being returned.
- 5.1.5 The course coordinator will notify the student in writing within five working days that:
- a. a second assessor will re-mark the assessment task, or
 - b. the request is denied.
- 5.1.6 If the course coordinator denies the request for a re-mark, the student may request the head of school to review the course coordinator's decision by writing to the head of school within five working days of receiving the course coordinator's decision. The request must include the reasons for requesting a re-mark.
- 5.1.7 The head of school will either:
- a. approve the re-mark and:
 - i) notify the student and the course coordinator of their decision in writing within five working days of receiving the request
 - ii) appoint a second assessor
 - iii) arrange for the assessment task to be re-marked
 - iv) notify the student in writing of the outcome of the re-mark within ten working days of the re-mark being completed, or
 - b. deny the re-mark and:
 - i) notify the student and the course coordinator of their decision in writing within five working days of receiving the request.

- 5.1.8 A copy of all correspondence relating to the re-mark must be provided to Campus Central or UniSA partner administration office, to be retained on the student's file.
- 5.1.9 Students who are not satisfied with the result of the re-mark may appeal their final grade in accordance with section 8 of this manual.

5.2 Re-submission

- 5.2.1 Re-submission is where a student is permitted to revise an assessment task that they have failed. The assessment task is then re-submitted to the original assessor within a specified time frame.
- 5.2.2 Students who pass a re-submission will receive a maximum mark of 50 per cent unless:
- a. the course coordinator allows the full range of marks on the basis of exceptional circumstances, or
 - b. the re-submission results from an academic misconduct inquiry. An academic integrity officer will then determine the range of marks available, in consultation with the course coordinator.
- 5.2.3 A re-submitted assessment task cannot be re-marked.
- 5.2.4 Re-submission can be initiated by a course coordinator, academic integrity officer, or a student.
- 5.2.5 A course coordinator can offer a student the opportunity to re-submit work. The offer must be made within five working days of the original task being returned to the student.
- 5.2.6 A student can request a re-submission within five working days of receiving the returned assessment task. The course coordinator will notify the student in writing within five working days whether a re-submission has been granted or denied.
- 5.2.7 If the course coordinator grants a re-submission, they will advise the student in writing how much of the assessment task must be re-submitted, the due date for re-submission, and the marks available.
- 5.2.8 If the course coordinator denies the request for re-submission, the student may request the head of school to review the course coordinator's decision by writing to the head of school within five working days of receiving the course coordinator's decision. The request must include the reasons for requesting a re-submission.
- 5.2.9 The head of school will either:
- a. approve the re-submission and notify the student and the course coordinator in writing within five working days of receiving the request, or
 - b. deny the re-submission and confirm that the original fail grade applies.
- 5.2.10 If the head of school approves a re-submission, the course coordinator will:
- a. advise the student in writing how much of the assessment task must be re-submitted, the due date for re-submission, and the marks available
 - b. notify the student of the outcome of the re-submission within ten working days of receiving the re-submitted task
 - c. provide Campus Central or UniSA partner administration office with a copy of all correspondence relating to the re-submission, to be retained on the student's file.
- 5.2.11 Students who are not satisfied with the result of the re-submission may appeal their final grade in accordance with section 8 of this manual.

5.3 Re-marking, re-submission and academic integrity

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

6

Examination procedures

Purpose

This section prescribes the policy and procedures for summative examinations.

Relevant to

All undergraduate and postgraduate courses with summative examinations.

Open Universities Australia (OUA) students must comply with clauses relating to breaches of exam procedures and must also comply with OUA-specific procedures.

Proctored (invigilated) online examinations will comply with clause 6.7 only.

Variations to examinations are available to Aboriginal Australian students, students from non-English speaking backgrounds, students who have access plans approved by the Student Engagement Unit, and students who are experiencing financial hardship or undertaking carer responsibilities.

Cross references

- *A-49: Postgraduate coursework degrees with a significant research component*
- APPM Section 7: Variations to assessments
- APPM Section 9: Academic integrity
- *OUA Examination policies and procedures*

6.1 General procedures

- 6.1.1 Students will receive advance notice of scheduled examinations. All students are required to sit their examination at the scheduled date, time, and location irrespective of any conflict with a planned holiday or special event.
- 6.1.2 Students are responsible for knowing their examination times and locations and 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 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 the University's records in order to verify the student's identity.
- 6.1.6 If applicable, students must also display on their desk:
- a. an approved access plan
 - b. a student ID card with a red 'E' which indicates entitlement to the provisions in clause 7.2.2.

- 6.1.7 Unless it is permitted in the course outline or as an approved variation, a student must not take items into the examination room that could provide an advantage to themselves or any other student. Examples include, but are not limited to:
- books, including dictionaries
 - calculators
 - mobile telephones or other electronic devices
 - notes or other documents
 - personal items
 - examination answer booklets, attendance slips or any paper.
- 6.1.8 Items that are allowed in the examination room must not be enhanced or tampered with in a way that has the potential to provide an additional advantage to any student.
- 6.1.9 Head dress must not be worn in the examination room unless required for religious observance or medical reasons.
- 6.1.10 The school must retain examination answer books and attendance slips in confidential storage for a minimum of 12 months following the deadline for finalising results for the relevant study period. After 12 months, these documents should be disposed of in accordance with instructions from the University's records management office.
- 6.1.11 Exceptions to examination 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 designated reading time is ten minutes, which commences at the published examination start time and is added to the examination time. 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 additional reading time in the instructions on the examination paper. The additional reading time is included in the total exam time. If there are multiple examinations being held in one venue, the end of additional reading times will not be announced, to avoid disrupting other candidates.
- 6.2.4 During the designated reading time, 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 Students are not permitted to commence writing answers until instructed 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 Students are not permitted to communicate with other students during the examination.

6.3 Procedures for leaving the examination room

- 6.3.1 Students are not permitted to leave the examination room during 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, 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 their break.
- 6.3.3 Students intending 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 In the procedures relating to breaches of examination procedures outlined below, an academic staff member nominated by the Divisional Pro Vice Chancellor, may act for the relevant head of school.
- 6.4.2 Breaches of examination procedures will be regarded as misconduct even if it cannot be demonstrated that a student gained an advantage as a result of the breach.
- 6.4.3 Any student disrupting an examination may be dismissed from the examination room at the discretion of the chief invigilator. The chief invigilator will document the incident and provide a report to the head of school within five working days of the incident.
- 6.4.4 The head of school will investigate the incident as either:
- academic misconduct as described in section 9 of this manual, or
 - misconduct as described in Statute 7 of the University's statutes.
- 6.4.5 Where the chief invigilator allows the student to remain in the examination room, clauses 6.4.6 – 6.4.9 will apply.
- 6.4.6 If a breach does not disrupt the examination, or the chief invigilator allows the student to remain in the examination room, an invigilator will advise the student that the breach has been detected and will be reported.
- 6.4.7 The invigilator will document the incident and provide a report to the academic integrity officer of the relevant school within five working days of the incident.
- 6.4.8 If the academic integrity officer considers the breach to constitute academic misconduct, they will investigate the incident following the procedures in section 9 of this manual.
- 6.4.9 If the academic integrity officer considers the breach to not constitute academic misconduct, they will provide academic counselling to the student.

6.5 Arrangements for students studying a course externally

- 6.5.1 The University has approved external examination centres throughout Australia and overseas that are provided free-of-charge to students. External examination centres are allocated to students six weeks before the scheduled examination period according to the postal address recorded on the student record system. These allocations will only be changed in exceptional circumstances. Students must ensure that their postal address is correctly recorded.
- 6.5.2 External students must sit examinations with internal students at the University's designated examination venue if their postal address on the student record system is:
- within the Adelaide metropolitan area¹
 - within a 105 kilometre radius of the Whyalla campus², or
 - within a 105 kilometre radius of the Mt Gambier Regional Centre.
- 6.5.3 The University will advise external students, whose postal address is outside the areas defined above, that they are required to either:
- travel to the designated UniSA examination venue to sit the internal examination³, or

¹ as defined by the postcodes 5000-5199, 5201, 5231-5235, 5240-5245, 5250-5252, 5942 and 5950

² encompassing Whyalla, Whyalla Playford, Whyalla Norrie, Whyalla Stuart, Whyalla Jenkins, Iron Knob, Cowell, Port Augusta and Stirling North

³ for postcodes 5202-5214, 5255-5256, 5351-5356, 5360-5373, 5400-5411, 5460 and 5501-5502

- b. travel to an approved external examination centre where arrangements have been made for them to sit the examination.
- 6.5.4 If an external student fails to attend a scheduled examination at an approved external examination centre, they will be required to reimburse the University for the cost of arranging the examination.
- 6.5.5 If a student cannot be allocated to an approved external examination centre, the student will be required to make external invigilation arrangements in accordance with clauses 6.5.6 – 6.5.11 below.
- 6.5.6 The student must nominate an external invigilator, who:
- a. can provide evidence that they are one the following:
 - i) a university or college examination officer or academic staff member
 - ii) a corporate training or education officer
 - iii) a librarian
 - iv) a minister of religion or religious leader
 - v) a police officer
 - vi) school principal, deputy principal, or teacher
 - vii) justice of the peace.
 - b. can speak, read and write in English to competently implement exam procedures and communicate with the University
 - c. is not a relative or friend of the student or their family
 - d. does not have any conflict of interest in fulfilling their duties.
- 6.5.7 Externally invigilated examinations must occur on the same date and South Australian time as the published schedule for internal students.
- 6.5.8 Students undertaking externally invigilated examinations must provide the required documentation to the Exams team in Student and Academic Services at least ten working days before mid-study period supervised assessments, or at least 20 working days before the end-of-study period examinations. Failure to meet these timelines may result in examination arrangements not being finalised, and students not being able to complete their course assessment requirements.
- 6.5.9 The course coordinator may decline a proposed invigilation arrangement and will advise the student that alternative invigilation arrangements must be made.
- 6.5.10 A student who wants to vary the time and/or date of an externally invigilated exam must submit a request in writing to the course coordinator. The course coordinator will then recommend to the head of school or associate head of school whether or not to authorise the variation. Only the head of school or associate head of school may authorise any variations.
- 6.5.11 Requests to vary the time and/or date of an externally invigilated exam will only be authorised in exceptional circumstances. The student is responsible for any costs incurred. The University will not reimburse these costs.

6.6 Off-campus secondary examination arrangements for internal students

- 6.6.1 Internal students are expected to be available for all examinations at the specified venue during the primary and secondary examination periods.

- 6.6.2 Off-campus secondary examination arrangements may be available to students who:
- have a home address outside South Australia, as recorded on the student record system, and
 - are studying at a UniSA campus in South Australia, and
 - are intending to return home immediately after their examinations, and
 - request to sit a secondary examination in their home country/state.
- 6.6.3 If a student is assigned a secondary examination, they are expected to delay travel to attend the examination at its scheduled venue.
- 6.6.4 If the student cannot delay their travel, they may apply to sit the examination off-campus.
- 6.6.5 The student must apply to sit the examination off-campus by lodging the prescribed form with Campus Central within five working days of being assigned a secondary examination.
- 6.6.6 The student must propose their own invigilation arrangements, as outlined in clauses 6.5.6 – 6.5.11.
- 6.6.7 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.

6.7 Procedures for proctored (invigilated) online examinations

- 6.7.1 Students will receive advance notice of scheduled examinations. All students are required to sit their examination online at the scheduled date and time irrespective of any conflict with a planned holiday or special event.
- 6.7.2 Requests to vary the time and/or date of an online examination due to exceptional circumstances, will only be authorised by the head of school or associate head of school.
- 6.7.3 Students who have an approved access plan should notify the course coordinator, or online course facilitator, at the start of teaching for each enrolment. Failure to give sufficient notice to the course coordinator may result in a student's inability to complete an online examination.
- 6.7.4 All students are required to sit a familiarisation exercise prior to each examination to ensure system requirements are met.
- 6.7.5 All students must participate in an online identity verification prior to beginning an examination. This will involve:
- a photo taken of their student identification card, (or an alternative form of photographic identification such as a passport or driver's license),
 - a photo taken of the student sitting the examination, and
 - a short video recording of the examination room to ensure the room is free of prohibited items or other people.
- If a student does not provide acceptable identification during the identity verification, the invigilator will flag this as an examination rule violation and will be reported as a breach.
- 6.7.6 Head dress must not be worn during the examination, unless required for religious observance or medical reasons.
- 6.7.7 Recorded footage of the online examination will be made available to the University when required, in accordance with *A-46 Confidentiality of students' personal information* policy and the *Records management policy*.
- 6.7.8 Students are responsible for knowing their examination times and are required to log in 10 minutes prior to the published start time to complete the identity verification process. Students who log in after the published start time will not be allowed any additional time to complete the examination.

- 6.7.9 Reading time will be incorporated into the approved duration for the examination.
- 6.7.10 Unless it is permitted in the course outline or as an approved variation, a student must not have anything that could provide an advantage to themselves. Examples include, but are not limited to:
- a. books, including dictionaries
 - b. calculators
 - c. electronic devices other than those used to take the exam
 - d. notes or other documents
 - e. personal items, including headphones
 - f. any paper
 - g. other web pages
 - h. communication software such as Skype.
- 6.7.11 Items that are allowed for use in the examination must not be enhanced or tampered with in a way that has the potential to provide an additional advantage to any student.
- 6.7.12 Students are not permitted to communicate with any other people during the examination.
- 6.7.13 Students are not permitted to leave the view of the webcam at any time during the examination.
- 6.7.14 Breaches of examination procedures will be regarded as misconduct even if it cannot be demonstrated that a student gained an advantage as a result of the breach.
- 6.7.15 An exam invigilator will document any breaches and provide a report to the relevant academic integrity officer.
- 6.7.16 If the academic integrity officer considers that the breach constitutes academic misconduct, they will investigate the incident following the procedures in section 9 of this manual.
- 6.7.17 If the academic integrity officer considers that the breach constitutes misconduct as described in Statute 7 of the University's statutes, they will provide a report to the head of school to investigate.
- 6.7.18 Exceptions to online examination procedures may only be made with the prior approval of the Director: Student and Academic Services.

7

Variations to assessments

Purpose

This section prescribes the policy and procedures for:

- variations to assessments
- variations to examinations
- extensions
- secondary assessments

Relevant to

- enabling programs
- undergraduate and postgraduate coursework programs
- single course and cross-institutional enrolments

Cross-references

- *A-49: Postgraduate coursework degrees with a significant research component*
- *C-7: Students with disabilities*
- *Elite athletes and elite performing artists* information on the University's website

7.1 Variations to assessment

- 7.1.1 Assessment methods, tasks and timelines must be specified in the course outline.
- 7.1.2 Students are expected to complete the assessment requirements for a course within the relevant study period unless:
- a. a variation applies in the form of:
 - i) an extension (see clause 7.3)
 - ii) supplementary assessment or examination (see clause 7.5)
 - iii) deferred assessment or examination (see clause 7.6)
 - iv) special consideration (see clause 7.7)
 - v) a delay in the marking of the final assessment (see clause 8.2.3.b)
 - vi) provisions contained in the student's access plan.
 - b. a student is aware of circumstances for which they will require a variation to assessment. The student must submit a request in writing to the course coordinator within the first two weeks of the course, or equivalent for accelerated or intensive teaching. Where appropriate, the course coordinator should refer the student to the Student Engagement Unit for an access plan.
 - c. a student requests a variation to assessment on the grounds of unexpected or exceptional circumstances (see clause 7.8 – 7.11). These variations should be discussed with the course coordinator at the earliest possible opportunity. Where appropriate the course coordinator should refer the student to the Student Engagement Unit for an access plan.
- 7.1.3 Adjustments and variations for students with disabilities are made in accordance with policy *C-7: Students with disabilities*, and are only available to students who have an Access Plan approved by the Student Engagement Unit.
- 7.1.4 Adjustments and variations for students who are carers are only available to students who have an access plan approved by the Student Engagement Unit.

7.2 Variations to examinations

- 7.2.1 The following students are entitled to the variations prescribed in clause 7.2.2 unless the course outline specifies that no variations are available:
- a. Aboriginal Australian students
 - b. students of non-English speaking background (NESB students) who:
 - i) arrived in Australia less than ten years ago, and
 - ii) 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.
- 7.2.2 Students referred to in clause 7.2.1 will be entitled to the following variations unless the course outline specifies that no variations are available:
- a. extra time for reading or writing. This will be an extra ten minutes per hour for every hour of standard examination time, and
 - b. the use of an English language or bilingual print dictionary (without annotations).
- 7.2.3 A student who is entitled to these variations will be eligible for their entire program unless they enrol in a course that does not permit variations.
- 7.2.4 Students who qualify for these variations will be identified through data that is collected during the enrolment process and held on the student record system. Academic staff are not required to make decisions on a case by case basis about eligibility for these variations.
- 7.2.5 Students who qualify for these variations must obtain a red 'E' on their student card before their first exam in an examinations period.
- 7.2.6 Provisions may be made on a case by case basis for students experiencing difficulty travelling to examination venues due to significant financial hardship and/or carer responsibilities. An application for a variation on this basis must be accompanied by supporting documents, for example a recommendation from a student counsellor.
- 7.2.7 Students who are undertaking an approved mobility program of the University are entitled to a deferred examination if they can provide documents that demonstrate that they will be studying overseas at the time of the scheduled examination.

7.3 Extension to complete an assessment task

- 7.3.1 Students may request an extension of time to complete an assessment task on the basis of unexpected or exceptional circumstances (see clauses 7.8 – 7.11).
- 7.3.2 Students must lodge an application for an extension via the *learnonline* course site before the due date for the assessment task, and attach supporting documents. Students may be asked for justification of the impact of their circumstances on their academic participation. The course coordinator or nominee will respond via the *learnonline* course site, normally within two working days. All correspondence will be stored within *learnonline*.

7.4 Secondary assessments

- 7.4.1 Secondary assessments may take the form of:
- a. supplementary assessment or examination
 - b. deferred assessment or examination
 - c. special consideration.

- 7.4.2 Secondary assessments:
- must test the same areas of skill and knowledge that the original assessment was intended to test
 - must be consistent with the assessment criteria stated in the course outline
 - will be scheduled after the primary assessment or examination period
 - may not be available for courses that involve practice-based learning
 - 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.
- 7.4.3 Students who have an access plan may undertake their assessment for the first time during the secondary assessment period. The full range of grades will be available.
- 7.4.4 Secondary assessments are scheduled in the next available examination period. Secondary assessments that cannot be scheduled in the next available examination period are arranged in consultation between schools and Student and Academic Services, and will normally occur within a regular assessment period.
- 7.4.5 Campus Central or a UniSA partner administration office will enter an assessment flag on the student's record once the student has been approved for secondary assessment. The flag will indicate which form of secondary assessment has been granted and will exclude the student's record from the primary round of academic review reports.
- 7.4.6 A course coordinator may only authorise a variation to the date for entering secondary assessment grades in exceptional circumstances. The course co-ordinator must inform Campus Central or UniSA partner administration office to override the secondary assessment grade entry date. The flag will exclude the student record from academic review reports until the flag has expired.
- 7.4.7 Final results for secondary assessments, including the original fail grade if a student did not complete the secondary assessment, are included in the round of academic review reports that follow the secondary assessment period.

7.5 Supplementary assessment or examination

- 7.5.1 Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP).
- 7.5.2 Supplementary assessment or examination:
- is available in all foundation studies, undergraduate and postgraduate coursework programs
 - may not be available for courses that involve practice-based learning
 - may be available for cross-institutional and single course enrolments if it is available in that course and the head of school has given approval.
- 7.5.3 If supplementary assessment or examination is not to be available in a course, the school must obtain approval from the division as part of the course approval process.
- 7.5.4 The course outline must state whether supplementary assessment or examination is not available in the course.
- 7.5.5 Supplementary assessment or examination is available to all students under the following conditions, unless supplementary assessment or examination had not been approved for the course:
- if the student has achieved a final grade between 45-49 per cent (F1) in a course
 - if a student who has successfully completed all of the courses within their program, with the exception of two courses in which they were enrolled in their final study period, a supplementary assessment or examination may be granted where the final grade in either or both of these courses, is less than 45 percent (F1 or F2) and all assessments in the courses were attempted by the student. Supplementary assessment will not be

available for a course under investigation for academic integrity until the investigation is completed, and determined that it did not constitute academic misconduct.

- 7.5.6 When a supplementary assessment or examination is assigned to a student for a course, a flag will be entered on the student's record. The flag will exclude the student record from the primary round of academic review reports.
- a. If the supplementary assessment or examination is granted after results are finalised, the school will notify Campus Central or UniSA partner administration office to enter a supplementary assessment or examination flag on the student record. The flag will not exclude the student record from the primary round of academic review reports.
- 7.5.7 The school will notify the course coordinator that a supplementary assessment or examination has been assigned. The course coordinator will then:
- a. if a supplementary *assessment* is assigned:
 - i) notify the student in writing about the requirements of the assessment task, including the revised assessment submission date, and
 - ii) provide a copy of the correspondence to Campus Central or UniSA partner administration office to be retained on the student's file.
 - b. if a supplementary *examination* is assigned:
 - i) notify the Exams team in Student and Academic Services if they require an examination to be scheduled in accordance with the schedule published by Student and Academic Services, and
 - ii) Campus Central or UniSA partner administration office will notify the student in writing and advise the student to consult the examination timetable on the University's website.
- 7.5.8 Successful completion of supplementary assessment or examination will be recorded as a supplementary pass (SP). Failed supplementary assessment or examination will be recorded as a Fail (F).
- 7.5.9 The original fail grade will stand if the student does not sit a supplementary examination or complete the supplementary assessment.
- 7.5.10 The new result or the original fail grade will be included in the round of academic review reports that follows the secondary assessment period.

7.6 Deferred assessment or examination

- 7.6.1 Deferred assessment or examination may be granted to students who have been unable to undertake the final assessment/examination.
- 7.6.2 Students may apply for deferred assessment or examination if they can demonstrate, with supporting documents, that they were unable to sit the final examination or submit the final assessment by the due date due to unexpected or exceptional circumstances. The unexpected or exceptional circumstances must have occurred in a period of time directly related to attendance at the examination, or the deadline for submission of the final assessment.
- 7.6.3 Undergraduate, postgraduate coursework and Open Universities Australia students enrolled in courses of the University may apply for deferred assessment or examination.
- 7.6.4 Deferred assessment or examination may not be available in courses that involve practice-based learning. The course outline must state whether deferred assessment or examination is available in the course.
- 7.6.5 Deferred assessments or examinations may be granted only once for each course, unless otherwise determined by the Director: Student and Academic Services.
- 7.6.6 Students must lodge an application for deferred assessment or examination with 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 student must indicate on the form whether other variations have been granted in the course (see clause 7.1).

- 7.6.7 If the unexpected or exceptional circumstances also affect the student's ability to complete and submit the form within five working days, their online application should include a written statement requesting the time limit be waived. This statement will be forwarded to the Director: Student and Academic Services for approval.
- 7.6.8 Campus Central or UniSA partner administration office will assess the deferred application and the supporting documents. A deferred examination flag will be entered on the student record if the student:
- did not attend the primary examination
 - has provided supporting documents that demonstrate unexpected or exceptional circumstances, and
 - has declared on the form that no other variations have been granted in the course.
- 7.6.9 If the final assessment in the course is not an examination and/or supporting documents are lacking, Campus Central or UniSA partner administration office will forward the application to the course coordinator, who will decide one of the following outcomes:
- approval of a deferred assessment
 - approval of a deferred examination
 - no action: the original grade stands.
- 7.6.10 The course coordinator will make a decision within five working days of receiving the application.
- 7.6.11 If the course coordinator grants 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 partner administration office, and
 - notify the student, in writing, about the requirements of the assessment task, including the revised assessment submission date
 - provide a copy of the correspondence to Campus Central or UniSA partner administration office to be retained on the student's file.
 - Campus Central or UniSA partner administration office will enter a deferred assessment flag on the student record. This will exclude the student record from the primary round of academic review reports.
- 7.6.12 If the course coordinator grants 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
 - notify the Exams team in Student and Academic Services if they require an examination to be scheduled in accordance with the schedule published by Student and Academic Services.
 - Campus Central or UniSA partner administration office will:
 - enter a deferred examination flag on the student record. This will exclude the student record from the primary round of academic review reports.
 - notify the student in writing and advise the student to consult the examination timetable on the University's website.
- 7.6.13 The full range of final grades will be available for deferred assessment or examination.
- 7.6.14 The deferred assessment or examination grade will be included in the round of academic review reports that follow the secondary assessment period, unless the course coordinator has approved a variation in accordance with clause 7.4.6.

- 7.6.15 Course coordinators and program directors who receive multiple applications for deferred assessment or examination from the same students may refer those students to the Student Engagement Unit for advice and assistance.

7.7 Special consideration

- 7.7.1 Special consideration may be granted to assist a student to improve their final grade for a course, where their academic performance in the final examination or assessment was affected by unexpected or exceptional circumstances.
- 7.7.2 Students may apply for special consideration if they can demonstrate, with supporting documents, that their academic performance in the final examination or assessment was affected by unexpected or exceptional circumstances. The unexpected or exceptional circumstances must have been significant enough to affect the student's performance during the examination, or during the preparation time leading to the examination or deadline for submission of the final assessment.
- 7.7.3 Undergraduate, postgraduate coursework and Open Universities Australia students enrolled in UniSA courses may apply for special consideration.
- 7.7.4 Special consideration may not be available in courses involving practice-based learning. The course outline must state whether special consideration is available in the course.
- 7.7.5 Special consideration may be granted only once for each course, unless otherwise determined by the Director: Student and Academic Services.
- 7.7.6 Special consideration cannot be granted for a deferred assessment or examination, or a supplementary assessment or examination.
- 7.7.7 Students must lodge an application for special consideration with 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. The student must indicate on the form whether other variations have been granted in the course (see clause 7.1).
- 7.7.8 If the unexpected or exceptional circumstances also affect the student's ability to complete and submit the form within five working days, they may write to the Director: Student and Academic Services requesting that the time limit be waived.
- 7.7.9 Campus Central or UniSA partner administration office will provide the application to the course coordinator, who will mark the student's final examination or assessment.
- 7.7.10 The course coordinator will make a decision within five working days of receiving the application and decide one of the following outcomes:
- a. no action: the original grade stands
 - b. adjustment to the assessment mark to account for the unexpected or exceptional circumstances
 - c. an extension of time for the student to complete the assessment
 - d. an alternative assessment or examination that allows the student to demonstrate learning outcomes similar to those required in the original assessment
 - e. a replacement assessment or examination that resembles as closely as possible the original assessment, and carries the same percentage of the total weighting for the course.
- 7.7.11 If the course coordinator grants an alternative or replacement *assessment*:
- a. the course coordinator will:
 - i) notify Campus Central or UniSA partner administration office of their decision to approve an alternative or replacement assessment.
 - ii) notify the student in writing about the requirements of the assessment task, including the revised assessment submission date

- iii) provide a copy of the correspondence to Campus Central or UniSA partner administration office, to be retained on the student's file
 - b. Campus Central or the UniSA partner administration office will enter a special consideration assessment flag on the student record. The flag will exclude the student record from the primary round of academic review reports.
- 7.7.12 If the course coordinator grants an alternative or replacement *examination*:
 - a. the course coordinator will:
 - i) notify Campus Central or UniSA partner administration office of their decision to approve an examination
 - ii) notify the Exams team in Student and Academic Services if they require an examination to be scheduled in accordance with the schedule published by Student and Academic Services
 - b. Campus Central or the UniSA partner administration office will:
 - i) enter a special consideration examination flag on the student record. The flag will exclude the student record from the primary round of academic review reports
 - ii) notify the student in writing and advise the student to consult the examination schedule on the University's website.
- 7.7.13 The full range of final grades will be available for special consideration.
- 7.7.14 The special consideration grade will be included in the round of academic review reports that follow the secondary assessment period, unless the course coordinator has approved a variation in accordance with clause 7.4.6.
- 7.7.15 If a student does not complete the assessment granted under clause 7.7.9 c., d. or e., the original grade will stand.
- 7.7.16 Course coordinators and program directors who receive multiple applications for special consideration from the same students may refer those students to the Student Engagement Unit for advice and assistance.

7.8 Unexpected or exceptional circumstances

- 7.8.1 Unexpected or exceptional circumstances are those that were beyond the control of the student and/or for which there was no opportunity to prepare in advance.
- 7.8.2 Clauses 7.9 – 7.11 provide examples of unexpected or exceptional circumstances. Approval is not limited to these examples, if acceptable supporting documents are provided.
- 7.8.3 Supporting documents for unexpected or exceptional circumstances must be verifiable.

7.9 Medical circumstances

- 7.9.1 Medical circumstances include any of the following:
 - a. an unexpected illness
 - b. a re-occurrence of a chronic illness
 - c. an accident.
- 7.9.2 A disability or illness for which a variation has already been approved will not be accepted unless the disability has been compounded by an unexpected change or an additional condition.
- 7.9.3 Supporting documents for medical circumstances must be either the prescribed form, or a medical certificate, or a letter on letterhead signed by a medical practitioner, health practitioner or approved specialist (as defined in the General Definitions), certifying that the student was unfit to participate on medical grounds. Documents completed by other health professionals will not be accepted.

7.9.4 Supporting documents must be dated, and must identify the period for which a student is/was unable to participate or attend.

7.9.5 Supporting documents signed by a relative or friend of the student will not be accepted.

7.10 Compassionate circumstances

7.10.1 Compassionate circumstances include hardship or trauma, for example:

- a. a death or serious illness of a close family member
- b. a severe disruption to domestic arrangements
- c. being a victim of crime
- d. an accident.

7.10.2 Supporting documents for compassionate circumstances may take the form of:

- a. the relevant section of the prescribed form, completed by a Student Engagement Unit counsellor who had prior knowledge of the student and their circumstances
- b. the prescribed form, or a medical certificate, or a letter on letterhead signed by a medical practitioner, health practitioner or approved specialist (as defined in the General Definitions), certifying that the student was unfit to participate on medical grounds. Documents completed by other health professionals will not be accepted.
- c. a letter from a person qualified to assess and support the application, for example a counsellor
- d. a death notice or certificate from a funeral director.

7.10.3 Supporting documents signed by a relative or friend of the student will not be accepted.

7.11 Special circumstances

7.11.1 Special circumstances may include:

- a. religious observance
- b. community service, for example, jury duty, an unforeseen call to the Australian Defence Force or state emergency services
- c. a summons to appear in court
- d. a minor vehicle accident that occurred on the day of the examination or deadline for submission of the final assessment
- e. training/sporting/rehearsing/performing commitments for elite athletes and performing artists as defined on the University's website
- f. employment related circumstances such as a move interstate at short notice.

7.11.2 Changed employment circumstances and religious observances that are within the student's control, or holiday arrangements, are not special circumstances.

7.11.3 Supporting documents for special circumstances may include:

- a. a certified call to Australian Defence Force service
- b. a description of the emergency attended for state emergency services, including the date
- c. a letter confirming changed employment circumstances
- d. a letter confirming commitments for elite athletes and performing artists, as defined on the University's website
- e. a copy of a police accident report
- f. a court summons.

7.11.4 Supporting documents signed by a relative or friend of the student will not be accepted.

8

Final grades and notations

Purpose

This Section prescribes the policy and procedures for:

- the 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
- interim notations

Relevant to

All coursework and research students

Cross-references

- *A-42: Bachelor Honours degree programs*
- *A-48: Enrolment*
- *A-49: Postgraduate coursework degrees with a significant research component*
- *Academic regulations for higher degrees by research*
- APPM Section 3: Moderation
- APPM Section 10: Academic review
- APPM Section 11: Student appeals committee
- *RES-10: Higher degrees by research*

8.1 Determination and approval of results

- 8.1.1 The Director: Student and Academic Services will publish an annual schedule specifying 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 recommends the final mark and grade for each student after taking into account any variations to assessment made in accordance with section 7 of this manual. Recommended marks and grades must be entered into 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 8.4). Where a final grade has not yet been determined, or a student has withdrawn after the census date, approved interim notations and flags are to be used (see clause 8.2).
- 8.1.4 The UniSA Online Academic Group, school board or delegated committee of the school that administers the program will:
- a. review the recommended marks and grades, grade distribution reports and any other relevant documents, and 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
 - b. approve the final grades or notations for publication on the University's website.
- 8.1.5 Final grades must be approved by the head of school or authorised nominee and reported to the board of the school responsible for the course.

- 8.1.6 After grades and notations have been finalised, they can only be altered with the approval of the head of the school responsible for the course or authorised nominee, on advice from the course coordinator.
- 8.1.7 The Director: Student and Academic Services is responsible for ensuring that final grades or notations are published on the University's website. Final grades may not be released by any other means, with the exception of students who do not have access to electronic communication. Results for these students will be sent to the postal address recorded on the student record system.
- 8.1.8 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 on 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

- 8.2.1 If a student is enrolled in a course, but it is not possible to finalise their grade by the published timeline, an interim notation ('I') must 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 An **Incomplete ('I') notation** 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 one of the following circumstances:
- the teaching period for the course extends beyond the deadline for finalising results
 - 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
 - the student has an access plan that includes an agreed extension to one or more of the assessment tasks beyond the deadline for finalising results
 - the student's grade requires clarification because it was queried during moderation (see section 3 of this manual)
 - the student is engaged in research work that extends beyond the deadline for finalising results.

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

- 8.3.1 Two grading schemes are available for coursework programs: 'graded' and 'non-graded'.
- 8.3.2 The two grading schemes are only used for the final grade in the course.
- 8.3.3 Honours degree programs have a separate grading scheme (see clause 8.4.5).
- 8.3.4 Each course must use either the graded or the non-graded scheme as approved during the course approval process.
- 8.3.5 Regardless of which grading scheme is used:
- the course cannot contain a mix of graded and non-graded assessment items
 - a graded course must contain only graded assessment items
 - a non-graded course must contain only non-graded assessment items.

- 8.3.6 The non-graded scheme is most appropriate if the course:
- involves practice-based learning activities, or
 - involves extensive project work/coursework in diverse settings external to the University, or
 - has a competency model of assessment.
- 8.3.7 If a student has been granted exemption for recognition of prior learning (RPL) in a course, the following applies:
- if the overall grading scheme is non-graded, assessment pieces attracting RPL exemption are entered as an NGP
 - if the overall grading scheme is graded, no mark is entered for the assessment piece attracting RPL exemption. The course coordinator applies an overall grade to the course that reflects the grade average achieved for submitted assignments.

8.4 Final grades and notations

8.4.1 Final grades for coursework programs

Grade	Notation	Mark	Descriptor	Grade Point
High Distinction	HD	85-100	Outstanding performance across the learning outcomes.	7
Distinction	D	75-84	Excellent performance across the learning outcomes.	6
Credit	C	65-74	High performance across the learning outcomes, OR excellent performance on the majority of the learning outcomes.	5
Pass Level 1	P1	55-64	Satisfactory performance across the 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

8.4.2 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 8.5.3
Fail	F	Below 50	Failed to meet specified assessment criteria to required standard.	1.5

8.4.3 Final grades for supplementary assessment and examination⁴

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

8.4.4 Final grades for audit students (see policy A-48: *Enrolment* for further detail)

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

8.4.5 Final grades for honours programs

Honours Grade and Notation	Notional Mark	Standard of work	Grade Point Average Range
First Class Honours (H1)	80 – 100%	Work of exceptional quality showing clear understanding of subject matter and appreciation of issues; well formulated; arguments sustained; figures and diagrams where relevant; appropriate literature referenced; strong evidence of creative ability and originality; high level of intellectual work.	6.5 - 7
Second Class Honours (H2A)	70 -79%	Work of high quality showing strong grasp of subject matter and appreciation of dominant issues though not necessarily of the finer points; arguments clearly developed; relevant literature referenced; evidence of creative ability and solid intellectual work.	5.5 – 6.49
Second Class Honours (H2B)	60 – 69%	Work of solid quality showing competent understanding of subject matter and appreciation of main issues though possibly with some lapses and inadequacies and with clearly identifiable deficiencies in logic, presentation or originality; some evidence of creative ability; well prepared and presented.	4.75 – 5.49
Third Class Honours (H3)	≤ 59%	Adequate report, reasonable quality but showing a minimal understanding of the research area with major deficiencies in content or experimental rigour; little evidence of creative ability or original thought. Sufficient to merit only a pass mark.	≤ 4.74

⁴ From 2017, conceded passes (CP) and terminating passes (TP) are no longer awarded. These grades, when used, attracted a Grade Point value of 3.

8.4.6 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

8.4.7 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.
	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.

8.5 Calculation of the grade point average

8.5.1 The grade point average (GPA) is calculated as follows:

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

8.5.2 The grade points designated for each grade are indicated next to each grade in the tables above, where applicable.

8.5.3 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.

8.6 Student appeals against final grades

8.6.1 These procedures apply only to final grades in courses. Appeals against final grades in higher degrees by research are conducted in accordance with the *Academic Regulations for Higher Degrees by Research*.

8.6.2 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. Offshore students must lodge the prescribed form with the UniSA partner administration office within ten working days. The course coordinator will complete a review 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. If 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. A request to the head of school must be lodged using the prescribed form within ten working days of the student being notified of the course coordinator's decision.
- c. 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 becomes the final grade.
- d. If the dispute is not resolved through the review by the head of school, the student may request the Pro Vice Chancellor of the division responsible for delivery of the course to review the final grade. A request to the Pro Vice Chancellor must be lodged using the prescribed form within five working days of the student being notified of the head of school's decision.
- e. 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 becomes the final grade.
- f. If the dispute is not resolved through the review by the Pro Vice Chancellor, the student may lodge an appeal with the Student Appeals Committee. The appeal must be lodged using the prescribed form within 20 working days of being notified of the Pro Vice Chancellor's decision. See section 11 of this manual for more information about the Student Appeals Committee.

8.6.3 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 partner administration office to be retained on the student's file.

9

Academic integrity

Purpose

This Section prescribes the policy and procedures for promoting academic integrity and managing academic misconduct for coursework students.

Relevant to

All students enrolled in:

- enabling programs
- undergraduate coursework programs, including double and combined degrees
- the coursework components of postgraduate coursework programs with a significant research component defined in policy *A-49: Postgraduate coursework degrees with a significant research component*
- single course and cross-institutional enrolments
- Open Universities Australia (OUA) units delivered by UniSA

Cross-references

- *A-42: Bachelor Honours degree programs*
- *A-49: Postgraduate coursework degrees with a significant research component*
- APPM Section 4: Practice-based learning
- 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 Academic integrity means a commitment to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work. Academic integrity is the foundation of university life and is fundamental to the reputation of the University and its staff and students.
- 9.1.2 Academic integrity cases will be managed as an educative process for students.
- 9.1.3 The course outline must include information about academic integrity and may provide specific examples of conduct that constitutes academic misconduct.
- 9.1.4 Information about academic integrity will be made available in teaching material, through the Teaching Innovation Unit or UniSA partner administration office, and in library resources.
- 9.1.5 To ensure academic integrity no person may teach or assess in a course in which they are concurrently enrolled.

9.2 Academic misconduct

- 9.2.1 For the purpose of this policy, academic misconduct means:
 - a. plagiarism (see clause 9.2.2)
 - b. breaches of the examination procedures prescribed in Section 6 of this manual
 - c. presenting data that has been copied, falsified or in any way obtained improperly
 - d. including material in individual academic work that has involved significant assistance from another person, unless this is specifically allowed in the course outline
 - e. providing assistance to a student in the presentation of individual work, unless this is specifically allowed in the course outline
 - f. falsifying or misrepresenting academic records, or any other documents, and
 - g. any other actions that contravene the principles of academic integrity (see clause 9.1.1).

- 9.2.2 Plagiarism means:
- directly copying any material from electronic or print resources without acknowledging the source
 - closely paraphrasing sentences or whole passages without referencing the original work
 - submitting another student's work in whole or in part, unless this is specifically allowed in the course outline
 - using another person's ideas, work or research data without acknowledgment
 - appropriating or imitating another's ideas unless this is specifically allowed in the course outline.
- 9.2.3 The University recognises that academic misconduct can occur through lack of familiarity with academic conventions. All allegations of academic misconduct will be considered in the context of the following factors:
- the extent of the misconduct
 - the student's evident intention
 - the stage/level of the program
 - the number of previous offences
 - the student's learning background
 - academic conventions within the relevant discipline
 - the impact of a particular outcome on a student's progression
 - information provided to the student about academic integrity as part of their course, and
 - information about the student held in the central database, if applicable.

9.3 Student responsibility

- 9.3.1 Work submitted by students for assessment is tested for plagiarism using text comparison software, unless the head of school has given approval for the software not to be used.
- 9.3.2 Students must consent by signing the following statement during 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 must also electronically consent to the process when they first log into *learnonline* in each course, and each time they submit an assessment activity.
- 9.3.4 Cover sheets for assessment tasks 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 have not previously submitted this work for another assessment at UniSA, in whole or in part.*
- 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 <https://lo.unisa.edu.au/mod/book/view.php?id=252142>*

9.4 Staff responsibilities

- 9.4.1 Each school, UniSA College and UniSA Online, has at least one academic integrity officer. They are academic staff who have undertaken professional development to manage cases of academic misconduct within their discipline. Their role enables:
- consistent interpretation and implementation of policy
 - streamlined management of reportable instances of academic misconduct, up to the level of formal committees
 - management of alternative outcomes, for example referral to the Student Engagement Unit
 - consistent use of plagiarism detection tools in sampling and targeting student work within each discipline
 - consistent judgments to be made about 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 If required, the head of school may authorise another staff member to act as nominee for the academic integrity officer for a period of time, or to manage a particular case. It is expected that the authorised nominee will have undertaken professional development to manage cases of academic misconduct within their discipline.
- 9.4.3 In the procedures relating to academic integrity outlined below (clauses 9.5 – 9.8), the academic staff member nominated by the Divisional Pro Vice Chancellor may act for the relevant head of school.

9.5 Initial inquiry

- 9.5.1 If a staff member suspects that a student has committed academic misconduct as defined in clause 9.2.1, the staff member must discuss the issue with the relevant academic integrity officer.
- 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 issue. The meeting should occur within 20 working days of the initial notification. If the student is unable to attend the meeting, the discussion may occur via email or phone/internet telecommunications.
- 9.5.3 The student may be assisted or represented at the meeting by:
- a USASA Advocacy Officer, or
 - a representative of the UniSA partner institution if the student is studying offshore, or
 - any staff member or student of the University.
- 9.5.4 As a result of the discussion with the student, the academic integrity officer may determine one of the following outcomes:
- no academic misconduct was involved. No further action will be taken and no information will be recorded in the central database (see clause 9.8)
 - academic misconduct has occurred. The academic integrity officer will provide academic counselling to the student and may apply one of the following further outcomes:
 - re-submission of the assessment task, if re-submissions are allowed in the course, or
 - another outcome appropriate to the case but with an impact less serious than failure with a zero score in the assessment component of the course, or
 - failure with a zero score, in the assessment component of the course
 - a more serious outcome is appropriate. 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 If the academic integrity officer determines that academic misconduct has occurred, they will:
- a. record the case in the central database (see clause 9.8)
 - b. provide a written outcome to the student, via their student email, and the course coordinator, explaining the outcome within ten working days of the meeting with the student, and
 - c. provide a copy of the communication to Campus Central or UniSA partner administration office to be retained on the student's file.
- 9.5.7 The student must advise the academic integrity officer in writing that they either accept or reject the proposed outcome within five working days from the date specified in the academic integrity officer's report. The student's failure to respond will not alter the outcome.
- 9.5.8 The student may accept the proposed outcome in writing at any time before a formal inquiry.
- 9.5.9 If the student rejects the proposed outcome, the academic integrity officer will advise the head of school, provide them with a record of the initial inquiry and recommend that the head of school initiate a formal inquiry.
- 9.5.10 Cases of alleged academic misconduct that:
- a. do not relate to a particular course, or
 - b. relate to one or more courses that a student has completed in previous study periods, and deemed warranted by the Director: Student and Academic Services in the first instance,
- will be referred to the head of school to undertake a formal inquiry.

9.6 Formal inquiry

- 9.6.1 In accordance with clause 9.5.4 (c), the head of school must convene a formal inquiry after receiving a recommendation from an academic integrity officer, unless the head of school determines that:
- a. there is insufficient evidence to proceed with the 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 central database.
 - b. the student's actions constitute academic misconduct that warrants an outcome less serious than failure with a zero score in the assessment component of the course. In this case, the following actions will occur:
 - i) the head of school will meet with the student. The student may be assisted or represented at the meeting by a USASA Advocacy Officer, any staff member or student of the University, or a representative of the UniSA partner institution if the student is studying offshore
 - ii) the student will be allowed to resubmit the assessment if re-submission is permitted in the course, or another appropriate outcome will be applied that is less serious than failure in the assessment component of the course
 - 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 of the outcome, in writing.
- 9.6.2 If a formal inquiry is required, the head of school will establish a committee consisting of:
- a. the head of school as chair
 - b. a member of academic staff nominated by the Divisional Pro Vice Chancellor. This person is 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
 - e. a representative of Offshore Student Services if applicable, and
 - f. a member of USASA Board or nominee.
- 9.6.3 The formal inquiry may proceed even if all members are not present, provided there is a quorum of three which must include the chair.
- 9.6.4 The academic staff member and/or academic integrity officer who initiated the case may present their concerns to the inquiry, but is not permitted to serve as a member of the committee.
- 9.6.5 The head of school will write to the student at least five working days before the formal inquiry is due to commence. The letter will:
- a. provide information about the alleged misconduct
 - b. invite the student to attend the inquiry
 - c. include a copy of the documentation that is provided to the formal inquiry committee
 - d. include a copy of this policy.
- If the student is unable to attend in person, they may participate via phone/internet telecommunications.
- 9.6.6 The chair of the formal enquiry is responsible for ensuring that the confidentiality of third parties is maintained where required, when documents are circulated.
- 9.6.7 The student may be assisted or represented at the inquiry by:
- a. a USASA Advocacy Officer, or
 - b. a representative of the UniSA partner institution if the student is studying offshore, or
 - c. any staff member or student of the University.
- 9.6.8 The formal inquiry may proceed whether or not the student responds or attends.
- 9.6.9 The formal inquiry may determine that:
- a. the student's actions do not constitute academic misconduct, and no further action will be taken. If 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 undertake an alternative placement.
 - b. the student's actions constitute academic misconduct that warrants an outcome equal to or less serious than failure in the assessment component of the course. The student will be allowed to resubmit the assessment if re-submission is permitted in the course, or another appropriate outcome will be applied that is less serious than failure in the assessment component of the course. Where appropriate, the matter will be referred back to the academic integrity officer for implementation. If 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 undertake an alternative placement, following academic counselling from the academic integrity officer.
 - c. the student's actions constitute academic misconduct that warrants an outcome more serious than failure in the assessment component of the course. The formal inquiry committee will notify the student via their student email within five working days of their decision to apply one of the following outcomes:
 - 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.

In cases of fraud, the matter may also be referred to police, via the legal team in Chancellery.

- 9.6.10 If the outcome of the inquiry is one of those listed under clause 9.6.9 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.
- 9.6.11 If the formal inquiry concludes that the action of the student warrants suspension from the University, the letter to the student will include all the reasons for the outcome and advice that:
- a. admission to any other program at the University will not normally be considered during the suspension
 - b. for a suspension period equal to or greater than two years, students are required to submit an application for re-admission to the University which will follow normal procedures and is not guaranteed
 - 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.
 - d. they have the right to appeal the decision of the formal inquiry (see clause 9.7)
 - e. international students will, in addition, be advised that:
 - i) the suspension will be reported to the Australian Government which will result in the cancellation of their Confirmation of Enrolment (CoE) and may affect their student visa
 - ii) if they access the internal appeals process their CoE will be maintained until the internal appeal is complete unless extenuating circumstances apply
- 9.6.12 The chair will communicate the outcome of the inquiry in writing to the following, within five working days:
- a. the student via their student email. In addition to email, for outcomes set out in clause 9.6.9c; a copy of the communication will also be sent to the student's postal address.
 - b. the relevant academic integrity officer
 - c. the course coordinator and program director
 - d. Campus Central or UniSA partner administration office, to be retained on the student's file
 - e. UniSA international, if the student is an international student.

9.7 Appeals

- 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 collate all relevant documentation, including the appeal and records of any prior inquiries involving the student, and provide this to the Student Appeals Committee for resolution in accordance with Section 11 of this manual.
- 9.7.3 Students may continue their program of study while awaiting the outcome of an internal appeal, unless the University considers that this places the student at medical risk. In these cases, appropriate supporting documents confirming that the student is fit to continue studying must be provided to Campus Central or UniSA partner administration office, to be retained on the student's file.
- 9.7.4 If a student appeals a decision to suspend them from the University and the student is not successful in their internal appeal, the suspension will commence in the next applicable study period, or in the current study period if the student is formally notified of the appeal decision before the census date. For students in their final study period, the suspension will be applied as specified in the suspension correspondence.

- 9.7.5 Practice-based learning activities may only continue if they are part of a course not affected by the appeal.

9.8 Recording information about academic misconduct

- 9.8.1 The University will store information about academic misconduct and breaches of examination procedures in a central database. The information will be stored for a minimum period of seven years from the date of the last recorded incident.
- 9.8.2 If the academic integrity officer determines that no academic misconduct or breach of examination procedure occurred then no information will be recorded.
- 9.8.3 All academic integrity officers will have access to information in the central database, for consideration when determining whether a student's actions constitute academic misconduct, and determining the appropriate outcome.
- 9.8.4 If an academic integrity officer determines that a student has breached an examination procedure but that the breach does not constitute academic misconduct, the following information will be recorded in the central database:
- details about 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 If an academic integrity officer's initial inquiry determines that academic misconduct occurred, the following information will be recorded in the central database:
- details about the student, the program, the course and the assessment task
 - the type of academic misconduct (see clause 9.2.1)
 - the factors taken into consideration (see clause 9.2.3)
 - the information on which the determination is based
 - the outcome (see clause 9.5.4) and reasons for the outcome, and
 - whether the student agreed or rejected the proposed outcome (see clause 9.5.7).
- 9.8.6 If a case is referred to the head of school (see clause 9.6.1), the head of school will have access to the information 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 If the head of school concludes that the student's actions constituted academic misconduct, they will record the outcome and the factors taken into consideration, in the central database.
- 9.8.8 If a formal inquiry is convened, the committee will have access to the information stored regarding the initial inquiry and to any other cases recorded against that student. The committee will record its determination in the central database, including:
- the factors taken into consideration in determining an outcome (see clause 9.2.3)
 - the information on which the determination is based, and
 - the outcome, and reasons for that outcome.
- 9.8.9 If a student appeals the outcome of a formal inquiry (see clause 9.7), the Student Appeals Committee will have access to the information stored in the database regarding the initial inquiry, the formal inquiry, and any other cases recorded against that student.
- 9.8.10 In addition to the information stored in the central database, copies of any decisions communicated to a student resulting from an investigation into academic misconduct or breaches of exam procedures must be provided to Campus Central or UniSA partner administration office to be retained on the student's file.
- 9.8.11 The student's transcript will record a suspension during the period in which it is active, or an expulsion, but will not record any other outcome.

10 Academic review

Purpose

This Section prescribes the policy and procedures for identifying and managing students who are making unsatisfactory progress.

Relevant to

All students enrolled in:

- undergraduate and postgraduate coursework programs
- coursework components of postgraduate coursework programs with a significant research component, as defined and managed under policy *A-49: Postgraduate Coursework Degrees with a significant research component*
- UniSA enabling programs

10.1 Monitoring unsatisfactory progress

- 10.1.1 As part of good teaching practice, academic staff are responsible for identifying students at academic risk as soon as possible, and making 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), each student's results will be assessed against the criteria used to identify students who have made unsatisfactory progress.
- 10.1.3 The criteria for unsatisfactory progress are:
- 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 practice-based learning activity, where that failure constitutes failure in the course (see clause 4.5)
 - d. for students enrolled in a UniSA enabling program, receiving a final grade of F2 for all courses in an academic review period. These students will be identified directly for preclusion.
- 10.1.4 A student who has been identified as making unsatisfactory progress will be notified. An academic review notation will also be entered on their student record indicating they have been 'notified' for that academic review period.
- 10.1.5 If a student is identified as making unsatisfactory progress, the University will implement an intervention strategy intended to assist the student to improve their performance in their program (see clauses 10.2 to 10.3).
- 10.1.6 A student's academic review status remains current in circumstances where the student is transitioned to the new program as a result of the program approval process.

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, explaining why they have been identified and requiring them to meet with their course coordinator, program director, program facilitator or professional staff nominee, either in person, or via email or phone/internet telecommunications. A copy of this correspondence must be provided to Campus Central or UniSA partner administration office, to be retained on the student's file.

- 10.2.2 Possible intervention strategies resulting from the discussion with the course coordinator, program director or program facilitator may include but are not limited to:
- a. group academic counselling organised by the school
 - b. further discussion between the student and the course coordinator, program director or program facilitator either in person, or via email or phone/internet telecommunications
 - c. a recommended program of study over a specified period of time to assist the student's progress
 - d. a reduction in load
 - e. leave of absence
 - f. referral to the Student Engagement Unit or UniSA partner administration office for a full assessment of the student's circumstances
 - g. development of a personalised study plan with the program director or program facilitator.
- 10.2.3 If a student is identified as making unsatisfactory progress in their program for a **second or subsequent time**, they will be notified in writing that they are required to attend formal academic counselling with their program director, program facilitator or academic staff nominee. A copy of this correspondence must be provided to Campus Central or UniSA partner administration office, 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. a USASA Advocacy Officer, or
 - b. a representative of the UniSA partner institution if the student is studying offshore, or
 - c. any staff member or student of the University.
- 10.2.5 Possible outcomes of formal academic counselling may include:
- a. further discussion between the student and the course coordinator or program director, either in person, or via email or phone/internet telecommunications
 - b. a recommended program of study over a specified period of time to assist the student's progress
 - c. a reduction in load
 - d. leave of absence
 - e. referral to the Student Engagement Unit or UniSA partner administration office for a full assessment of the student's circumstances
 - f. development of a personalised study plan with the program director or program facilitator.
- 10.2.6 The program director, program facilitator or Academic or Student Engagement Unit staff who have counselled a student in relation to their academic progress, must complete an Academic Review Action Plan with the student. The staff member must send the original Academic Review Action Plan to Campus Central or UniSA partner administration office to be retained on the student's file and provide a copy to the student. Hard copies must be sent to students who do not have 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, academic review committees (see clause 10.3) will normally consider preclusion only at the end of the academic year. However, if a student is:
- a. identified as making unsatisfactory progress for the third time at mid-year and has previously been considered for preclusion, or
 - b. enrolled in UniSA Foundation Studies, and has received a final grade of F2 for all courses in an academic review period,
- the academic review 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 same procedures as for mid-year review will apply (see clause 10.2).
- 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, or
 - enrolled in UniSA Foundation Studies, and has received a final grade of F2 for all courses in an academic review period,
- the school/UniSA College board will establish an academic review committee to consider their case (refer 10.4.2).
- 10.3.3 The academic review committee may decide on one of the following outcomes:
- formal academic counselling and ongoing monitoring of progress, or
 - preclusion.
- 10.3.4 When considering a student for preclusion, the academic review committee will take into account a part-time study load and its impact on the GPA calculation.
- 10.3.5 If the academic review committee decides that formal academic counselling is appropriate, the student will be notified in writing that they are required to attend formal academic counselling with their program director, program facilitator or academic staff nominee. A copy of this correspondence must be provided to Campus Central or UniSA partner administration office, to be retained on the student's file.
- The program director or program facilitator will monitor the student's progress in subsequent study periods, and may require the student to attend further meetings.
 - If the student continues to make unsatisfactory progress, the program director or program facilitator may recommend that a special meeting of the academic review committee be convened to consider preclusion.
- 10.3.6 Students cannot appeal against the academic review committee's decision to require them to attend formal academic counselling with subsequent ongoing monitoring of progress.
- 10.3.7 If the academic review committee decides that a student should be precluded, the student will be notified via their student email. A copy of the communication will also be sent to the student's postal address. The notification will include all reasons for preclusion and that:
- they have the right to appeal the decision of the academic review committee (see clause 10.4)
 - their enrolment in the program will be discontinued if the student does not appeal, or their appeal is denied by the division/UniSA College and the University
 - application for re-admission to a program at the same level in the same discipline will not normally be reconsidered for two years
 - application for re-admission will follow normal procedures and is not guaranteed, and
 - students who gain re-admission will be classified as new students for the purposes of assessing fees and eligibility for Commonwealth support or assistance
 - international students will, in addition, be advised that:
 - the preclusion will be reported to the Australian Government which will result in the cancellation of their Confirmation of Enrolment (CoE) and may affect their student visa
 - if they access the internal appeals process their CoE will be maintained pending the outcome of the appeal.

A copy of this correspondence must be provided to Campus Central or UniSA partner administration office, to be retained on the student's file.

- 10.3.8 A record of the academic review committee meeting will be kept and should include:
- a. the date and time of the meeting
 - b. the members of the academic review committee
 - c. the information considered by the academic review committee in reaching its decision
 - d. the decision reached, and
 - e. the reasons for the decision

The record will be retained at Campus Central.

- 10.3.9 A student has the right to appeal a decision to preclude them. The student can appeal an academic review committee decision to the division/UniSA College appeals committee.
- 10.3.10 If a student does not appeal or an appeal is denied, the preclusion will be recorded against the student's program, and will appear on their academic transcript.
- 10.3.11 If a student is precluded from a bachelor award and is also enrolled in a related concurrent diploma award, the preclusion will apply to both awards.
- 10.3.12 A student cannot submit an appeal directly to the Student Appeals Committee (see Section 11 of this manual) without their case first being heard by the division/UniSA College appeals committee (see clause 10.4).

10.4 Appealing against preclusion

- 10.4.1 Division/UniSA College boards will establish an appeals committee to consider appeals against preclusion from a program. The appeals committee will be chaired by the Pro Vice Chancellor/UniSA College Academic Director or nominee, and will consist of:
- a. two academic staff members who, in combination with the Chair, can provide discipline cross-representation for the relevant division/UniSA College
 - b. the relevant division director or equivalent, or nominee
 - c. a member of USASA Board or nominee.
- 10.4.2 Members of the initial academic review committee should not also be members of the appeals committee.
- 10.4.3 The committee may proceed even if all members are not present, provided there is a quorum of three, which must include the chair.
- 10.4.4 Students intending to appeal against preclusion must lodge the prescribed form with Campus Central or UniSA partner administration office within 20 working days from the date on the preclusion letter. Appeals must be supported by relevant documents, for example any action taken by the student in response to previous intervention strategies (see clause 10.2.2).
- 10.4.5 The chair of the academic review committee constituted under clause 10.3 and/or the relevant program director or program facilitator will be invited to attend, or make a submission to, the appeals committee about the decision to preclude the student.
- 10.4.6 The chair of the appeals committee will write to the student at least five working days before the committee is due to meet. The letter will invite the student to attend the meeting to present their appeal. The student may be assisted or represented at the meeting by:
- a. a USASA Advocacy Officer, or
 - b. a representative of the UniSA partner institution if the student is studying offshore, or
 - c. any staff member or student of the University.
- If the student is unable to attend in person, they may participate via phone/internet telecommunications.
- 10.4.7 No party will be permitted to have legal representation at an appeals hearing.

- 10.4.8 If the student raises new or additional information in support of their appeal, the appeals committee may require the student to provide supporting documents within a specified time frame. If the student does not provide the supporting documents as requested, the committee will determine the outcome on the basis of the original appeal.
- 10.4.10 The appeals committee will notify the student of its decision in writing via their student email within five working days from the final division/UniSA College appeals committee meeting for the review period. A copy of the communication will also be sent to the student's postal address. Where the appeals committee denies the student's appeal, the communication will include all reasons for the decision and provide information about further appeals available under Section 11 of this manual, if relevant. Copies of the letter will be provided to:
- a. the program director
 - b. the program facilitator (where relevant)
 - b. Campus Central or UniSA partner administration office to be retained on the student's file.
- 10.4.11 Students may continue their program of study while awaiting the outcome of a division board appeal, unless the University considers that this places the student at medical risk. In these cases, appropriate supporting documents confirming that the student is fit to continue studying must be provided to Campus Central or UniSA partner administration office, to be retained on the student's file.
- 10.4.12 If the division/UniSA College board denies the student's appeal, their enrolment will be amended to state that they have been precluded.
- 10.4.13 A copy of all correspondence, and any other relevant documentation, must be provided to Campus Central or UniSA partner administration office to be retained on the student's file.
- 10.4.14 A record of the appeals committee will be kept and include:
- a. the date and time of the meeting
 - b. the members of the appeals committee
 - c. the information considered by the appeals committee in reaching its decision
 - d. the decision reached, and
 - e. the reasons for the decision

The record will be retained by Campus Central.

11

Student Appeals Committee

Purpose

The Student Appeals Committee is a committee of the University Council and is the final avenue of appeal available within the University. This Section prescribes:

- the Committee membership
- the process for lodging and hearing appeals, and
- how the Committee communicates its decisions.

Relevant to

All students.

Cross-references

- *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
- *C-17: Student complaints resolution*

11.1 Grounds for appeal

- 11.1.1 A student is entitled to lodge an appeal with the Student Appeals Committee if:
- a. the student is appealing a decision referred to in clause 11.1.2, and
 - b. the appeal does not relate to fraud as determined by a 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 relating to:
 - i) academic misconduct at an examination (see Section 6 of this manual)
 - ii) academic misconduct during a practice-based learning activity (see Section 4 of this manual)
 - iii) academic misconduct (see Section 9 of this manual).
 - b. A decision of a Pro Vice Chancellor relating to a final grade, if the student:
 - i) has fulfilled all of the assessment requirements, including any participation requirements, and
 - ii) has exhausted all other avenues for resolving the appeal prescribed in clause 8.6.2, and
 - iii) is appealing on the grounds that:
 - (a) the assessment policies and procedures 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/UniSA College 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 in Section 10 were not correctly followed, or

- ii) information is now available that supports previous claims made by the student to support their appeal. The information must be from the period of time 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 using the prescribed form and attach supporting documents. The appeal must be lodged with the Director: Student and Academic Services within 20 working days from the date specified in the letter notifying the student of the relevant decision. Lodgement of 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 notify the student in writing within five working days of the lodging of the appeal that:
 - a. the appeal has been denied, including the grounds for denial, or
 - b. the appeal has been provided 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 to negotiate a satisfactory outcome for the student. This will not be used to deny a student access to the Student Appeals Committee if they meet the criteria for an appeal, but as an effective way of resolving 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 school or division/UniSA College, Campus Central, UniSA International if applicable, 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 is final. No further avenues of appeal are available through the University, though external avenues are noted at clause 11.6.
- 11.2.6 Students may continue their program of study while awaiting the outcome of an internal appeal, unless the University considers that this places the student at medical risk. In these cases, appropriate supporting documents confirming that the student is fit to continue studying must be provided to Campus Central or UniSA partner administration office, to be retained on the student's file.

11.3 Student Appeals Committee membership

- 11.3.1 The membership of the Student Appeals Committee consists of:
 - a. a community member of the University Council and an external community member appointed by Council, who will chair the Committee. If that member cannot attend, they will nominate another community member to chair the Committee
 - b. three academic staff members of the University who are nominated and appointed by Academic Board. In the event that one or more of these members cannot attend, the Chair of Academic Board will nominate alternative academic staff
 - c. a member of USASA Board or nominee or, in the case of offshore students, a student representative nominated by the UniSA partner institution.
- 11.3.2 Members of the Student Appeals Committee should not include members involved in a student's previous appeals decisions.

11.4 Student Appeals Committee procedures

- 11.4.1 Student Appeals Committee hearings will be conducted in accordance with the principles of natural justice (see General Definitions).
- 11.4.2 The chair of the Committee is responsible for ensuring that the confidentiality of third parties is maintained where required, when documents are circulated.
- 11.4.3 The quorum of the Committee is three members, which must include the community member of University Council or their nominee.
- 11.4.4 The Committee will consider relevant reports and any further written submissions from:
- the student lodging the appeal
 - the relevant head of school
 - the chair or nominee of the committee which made the decision under appeal, if applicable, and
 - any other staff or committees involved in making the decision under appeal.
- 11.4.5 The Committee will invite the following people to attend the hearing:
- the student lodging the appeal. If the student is unable to attend in person, they may participate via phone/internet telecommunications.
 - the staff member responsible for the decision that is under appeal. This may be the:
 - relevant head of school
 - relevant Pro Vice Chancellor or nominee
 - chair of the division /UniSA College appeals committee or nominee
 - chair of the formal inquiry committee or nominee.
- 11.4.6 A copy of the documentation that is provided to the committee must be provided to the student who has lodged the appeal.
- 11.4.7 Any staff member may be accompanied by a member of the University community.
- 11.4.8 The student may be assisted or represented by:
- a USASA Advocacy Officer, or
 - a representative of the UniSA partner institution if the student is studying offshore, or
 - any staff member or student of the University.
- 11.4.9 No party will be permitted to have legal representation at the appeals hearing.
- 11.4.10 The committee will provide for any special needs of the student, such as an interpreter.
- 11.4.11 The committee operates under the authority of University Council. It may confirm, amend, vary or overturn a decision previously made in relation to the student who has lodged an appeal.
- 11.4.12 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.
- 11.4.13 The committee will submit an annual report to University Council providing information about the number of appeals received and decisions, with any additional comments as required.

11.5 Notification of decisions

- 11.5.1 The executive officer to the committee will notify the student via their student email within 5 working days. A copy of the communication will also be sent to the student's postal address. The notification will include:
- the committee's decision

- b. the reasons for the decision
- c. their external appeal rights (refer to 11.6), and
- d. the implications for their Confirmation of Enrolment and student visa, if the student is an international student (refer to 11.6).

Copies of all relevant correspondence will be provided to:

- a. the academic staff member concerned
- b. the staff member responsible for the decision that is under appeal
- c. the academic integrity officer, where applicable
- d. the division director or equivalent, of the relevant division,
- e.. Campus Central or UniSA partner administration office, to be retained on the student's file, and
- f. UniSA International, if the student is an international student.

11.5.2 A record of the Student Appeals Committee will be kept and include:

- a. the date and time of the meeting
- b. the members of the Student Appeals Committee
- c. the information considered by the Student Appeals Committee in reaching its decision
- d. the decision reached, and
- e. the reasons for the decision

11.5.3 If the student's appeal is denied:

- a. their enrolment will be amended in accordance with the relevant decision
- b. if required, the Director: Student and Academic Services will amend the grade in the student record system, and ensure that any relevant notation is entered on the student record
- c. for international students, if the appeal concerned academic misconduct, the student's Confirmation of Enrolment (CoE) will be cancelled irrespective of whether they intend to lodge an external appeal. This may affect their student visa.

11.6 Further avenues of appeal

11.6.1 Students have the right to appeal decisions made by the University in accordance with this manual through the following external avenues:

- a. Office of the Training Advocate
- b. Office of the State Ombudsman.

Contact details for these bodies can be found on their websites.

11.6.2 A student's place in a program will be held for ten working days from the date of the final letter notifying the student of the relevant decision, to allow time for an external appeal to be lodged.

11.6.3 If a student pursues an appeal through an external body:

- a. their place in the program will be held, pending the outcome of the appeal. However, the student will not be permitted to enrol in further courses, or incur further fees
- b. the student must:
 - i) lodge the appeal
 - ii) advise Campus Central or UniSA partner administration office in writing that an appeal has been lodged with an external body, including the name of that body, within ten working days of lodging the appeal
 - iii) advise Campus Central or UniSA partner administration office in writing of the outcome of the appeal within ten working days from the date specified in the letter from the external appeal body
- c. for international students who have been precluded:

- i) they are entitled to access and receive the outcome of one external appeal before their preclusion will be reported to the Australian Government;
- ii) if there is no external appeal lodged within the timeframe set out in clause 11.6.2 or if any external appeal is unsuccessful, their preclusion will be reported to the Australian Government which will result in the cancellation of their Confirmation of Enrolment which may affect their student visa.

General definitions

Academic review periods

The study periods from which results are collated to 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, for example accelerated programs.

Assessment

A measure of a student's skill and knowledge based on judgments about the extent to which a student has achieved course objectives and demonstrated Graduate Qualities. Assessment can take a variety of forms, including:

- **Continuous assessment tasks**
These occur within scheduled class time and do not require additional preparation time beyond normal class participation. A course may contain multiple continuous assessment tasks during a study period. Collectively these are known as a set of continuous assessment tasks.
- **Criterion referenced assessment**
The assessment of student performance against pre-determined criteria related to the course objectives and graduate qualities. The criteria by which work will be judged are made explicit and the grade awarded reflects how well the student has met the criteria.
- **Formative assessment**
Formative assessment is designed to help students and staff to identify strengths, weaknesses and ways to improve and enhance learning. Formative assessment does not contribute to the final grade in the course.
- **Summative assessment**
Summative assessment is designed to judge the extent to which a student has achieved course and program objectives. Final summative assessment occurs at the end of a study period. Summative assessment contributes to the final grade in the course.

Assessment period

Each study period consists of a teaching period and an assessment period. The assessment period occurs after the teaching period is complete. Final summative assessment, including examinations, occurs during the assessment period.

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.

Community service

Non-academic activities that impose some restriction on a student's capacity to participate in, or complete an assessment requirement, for example elite athletes, elite performers, jury duty and Defence Forces service.

Course coordinator

An academic staff member who is responsible for the academic management of a course.

Course site

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

English print dictionary

A dictionary that contains words in the English language and provides information about meaning, pronunciation, origin and inflected forms. It does not include a thesaurus.

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 summative assessment where 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 regulated.

Examinations of the University can be closed book, open book, or part-open book:

- a. **Closed book examinations** do not allow students to bring any materials into the examination room. Students who are eligible for ENTEXT or agreed variations are entitled to bring the materials allowed as agreed
- b. **Open book examinations** allow students to bring all relevant materials into the examination room
- c. **Part-open book examinations** allow students to bring materials into the examination room, as specified by the course coordinator and in the course outline.

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 per cent of a full-time load for the academic year will be full-time for that year. A student undertaking at least 75 per cent of a full-time load for either the first half or second half of the year, will be full-time for that half year.

Grade

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.

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.

Intervention strategy

Action taken by the University to assist a student who is making unsatisfactory progress in their program.

Invigilator/Chief invigilator

A staff member, or authorised nominee, who is responsible for supervising examinations.

learnonline

The University web-based learning and teaching environment.

Mark

A quantitative value, often expressed as a percentage, which is awarded for an assessment task.

Medical certificate

A signed statement from a registered medical practitioner, health practitioner or approved health specialist certifying a period of time during which a student is/has been affected by a medical condition impacting on their academic participation and/or attendance. The medical certificate must be produced in accordance with [AMA Guidelines on Medical Certificates 2011 revised 2016](#).

A medical certificate may be issued by the following medical and health practitioners registered under the *Health Practitioner Regulation National Law*:

- a. medical practitioner
- b. psychologist
- c. chiropractor
- d. dentist
- e. nurse and/or midwife
- f. optometrist
- g. osteopath
- h. physiotherapist
- i. podiatrist
- j. pharmacist
- k. other health specialists as approved. See the Medical Board of Australia's *List of specialties, fields of specialty practice and related specialist titles*.

Natural Justice (also called 'procedural fairness')

Depends on the circumstances of the matter and is generally a process that seeks to ensure fairness to all parties. It includes the following principles:

- all parties must be given an opportunity to present their case
- the respondent must be provided with notice and information about allegations made against them
- the respondent must be given a reasonable timeframe within which to respond
- the decision maker must:
 - act fairly and without bias
 - declare any conflict of interest
 - consider all relevant evidence before the decision maker
 - base any decision on evidence that supports it
- all parties must be informed of the decision in relation to the complaint, and the reasons for that decision.

Notation

An abbreviated form for recording a grade (for example 'HD' for High Distinction) or grade action (for example 'I' for Incomplete).

Online course

A course delivered externally where all communication and access to/distribution of learning resources occur electronically.

Part-time study load

A student undertaking less than a full-time study load. See definition of **Full-time study load**.

Program director

An academic staff member who is responsible for providing academic leadership of a program.

Program facilitator

An academic staff member who is responsible for providing academic leadership of a UniSA Online program.

Religious observance

Strict religious obligations to be observed by followers of a religious doctrine that may place restrictions on a student's capacity to participate in, or complete, an assessment task.

Study period

The period of time during which all aspects of course delivery occur, including induction and orientation, reading, preparation, contact hours and assessment. Secondary assessment may be scheduled outside the study period.

Teaching period

The period during which teaching activities such as lectures, tutorials, practicals, workshops and placements are scheduled during a study period. This is represented by the start and end dates of scheduled classes.

UniSA

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

USASA

The UniSA Students' Association.

USASA Advocacy Officer

A USASA staff member responsible for providing students of the University with information, advice and services in relation to their academic performance and progress.

The 2019 Assessment Policies and Procedures Manual is available online at:
[http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies /](http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/)

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