



UniSA

Assessment

Policies and Procedures Manual

2022

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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.

Honours degree programs are managed primarily in accordance with policy *A-42: Bachelor honours degree programs* and referred back to this 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.

Where there are references to the Executive Dean in this manual, an Executive Dean may elect to delegate these responsibilities to a direct report in accordance with the Vice Chancellor's Authorisations Framework. Other officers may also delegate responsibilities where this option is indicated. 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.

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 Registrar and 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. 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 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 following table lists the substantive amendments made to the 2022 edition of the APPM compared to the 2021 edition. Editorial amendments are not listed.

Clause	Amendment
2.2.2(j)	This clause has been amended to clarify that the course outline must indicate whether a penalty will be applied for late submission and, if so, what the penalty will be.
5.1.3	The clause stating that re-marking is not an option for final summative assessments has been removed.
6.5.1 and 6.6.6	Clauses have been amended to indicate that these examinations may be conducted online.
7.4.1	This clause has been amended so that a supplementary assessment/examination will not be available in cases where the outcome of an academic misconduct case is failure in that course.
7.6.1	This clause has been amended to clarify that (1) an examination is not an outcome option in special consideration cases unless an exception has been approved by the Executive Dean (or delegate), and (2) that the course co-ordinator may determine that no action should be taken in response to an application for special consideration.
8.2	Amendments have been made to clarify the provisions relating to use of the Incomplete ('I') notation.
9.5.1, 9.5.2 and 9.5.4	These clauses have been amended to include timelines, to clarify that assessment tasks should not be marked until there has been a finding of no academic misconduct, and to add an additional outcome option (completion of a learning module in academic integrity).
9.5 and 9.6	The academic misconduct process has been simplified so that matters referred to the Executive Dean (or delegate) proceed directly to formal inquiry (with the exception of matters covered by 9.5.10).
Chapter 10	This chapter has been amended to reflect the University's increased emphasis on early identification of students at risk of preclusion and an improved approach to student support. It also reflects a revised academic review process. In addition, new criteria leading directly to preclusion have been added due to new Commonwealth legislative requirements relating to students with a low completion rate.
Chapter 11	Content related to Student Appeals Committee (SAC) procedures has been removed. This information will be maintained by Chancellery.

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

In this section references to program director or course coordinator may be read to refer to the equivalent UniSA Online positions.

Cross-references

- [Privacy Policy](#)
- [A-49: Postgraduate coursework degrees with a significant research component](#)
- [Code of Conduct for Students](#)
- [Code of Good Practice: University Teaching](#)
- [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 must 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 reflect the principles of authentic assessment by providing 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 are 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 is 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, 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 are 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 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 recognises 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 1.2.7 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 Academic Unit 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 Assessment can take the form of either continuous assessment tasks or a single assessment point. It may be appropriate to designate additional assessment requirements for a course.
- A set of continuous assessment tasks** creates opportunities for early and frequent feedback to students on their performance and achievement of specified course objectives.
 - An assessment point** occurs when students are asked to submit work at a specified point of time in the course. This includes final examinations.
 - 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 With the exception of results for secondary assessments and examinations, results for all summative assessment tasks, including examinations, must be recorded in *learnonline*. Results linked to student names or ID must not be made publicly available.
- 1.2.6 Unless a specific variation is approved by Academic Unit Boards, the following requirements apply:
- 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 1.2.6.f
 - A summative assessment may be worth no more than 70 percent of the final mark.
 - There will be no more than three assessment points in any course, plus the option of one set of continuous assessment tasks.
 - All courses must provide students with early feedback on their progression towards course or program learning objectives.
 - 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.
 - 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.
 - 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.
- 1.2.7 The requirements set out in clause 1.2.6 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:
- a. model answers to questions
 - b. verbal comments to individuals and/or a class
 - c. comments via email and/or online forums, to individuals and/or a class
 - d. comments on presentations and participation in class discussions
 - e. preliminary discussion about an assessment task
 - f. written feedback on drafts of an assessment task
 - g. written comments on feedback forms
 - h. 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 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 must be provided for all summative assessment tasks (excluding final examinations). Feedback must include comments in response to key components of the task and/or a summary comment. Course coordinators must determine the most appropriate mechanism for providing feedback, for example via *learnonline* or in person where this is more practical or appropriate.
- 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, approval must be sought from the Academic Unit Board as part of the program approval process.

1.6 Management of assessment

- 1.6.1 In accordance with 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 Text-based assessment tasks should be submitted electronically using the University's electronic assignment management system within *learnonline*.
- 1.6.3 A cover sheet will be automatically generated for assessment tasks submitted via *learnonline*. For tasks that are not submitted via *learnonline* students must include a signed and completed coversheet with their assessment submission.
- 1.6.4 Assessment tasks that have been submitted via *learnonline* must be returned electronically via *learnonline*. Other marked assessment tasks can be returned to students by any one of the following methods:
- i) collection during class, only by the student
 - ii) collection from the Academic Unit office. Students must present their student ID card
 - iii) collection from course coordinator, lecturer or tutor by prior arrangement
 - iv) by post, if students attach an A4 stamped, self-addressed envelope to their assessment task, with correct postage

Marked assessment tasks must not be left unattended for collection.

- 1.6.5 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').

In this section all references to course coordinator may be read as Online Course Facilitator for UniSA Online courses.

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 contains the following information:

- 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 1.6.4)
- j. Academic Unit practice and rationale for penalising late submissions, that is, whether there will be a penalty and, if so, what the penalty will be.
- 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 6 of this manual
- m. the obligations of students and Academic Units 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. whether supplementary assessment or examination is *not* available in the course (see section 7)
- q. 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 comparison software and held in a data base for future reference
- r. a statement, if applicable, that students must not submit the same work that has been submitted for assessment in another UniSA course
- s. the extent to which specified assessment methods and requirements are negotiable between academic staff and students
- t. instructions for accessing feedback forms via *learnonline* (see clause 1.4.2)
- u. information about improvements made to the course in response to previous student feedback
- 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](#)
- [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 Academic Unit moderation practices must be approved by the Academic Unit Board and reported to the Academic Strategy, Standards and Quality Committee for noting.
- 3.1.3 Each Academic Unit must ensure that its moderation practices include the following requirements:
- a. Deans of Programs must provide an annual report on moderation to the Academic Unit Board or delegated committee
 - b. for programs that are not externally accredited, an external moderation process must be undertaken at least once per every program review cycle conducted in accordance with the Quality Assurance and Improvement Policy
 - c. a report on moderation processes and outcomes must be included as part of the re-accreditation report prepared as part of each program review conducted in accordance with the Quality Assurance and Improvement Policy
 - d. specific provision for moderation must be included in contracts related to the delivery of offshore programs
 - e. the moderation practices of an Academic Unit must be reviewed by its Teaching and Learning Strategy Group at least once every three years
- 3.1.4 In addition to the requirements specified in clause 3.1.3 each Academic Unit must ensure that its moderation practices 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-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 all required information. The course coordinator must ensure that the course outline specifies what information is required.
- 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 Executive Dean*.
- 4.2.5 The Executive Dean 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 Executive Dean in the first instance. The Executive Dean will consider the report and determine whether further action should be taken.
- 4.3.3 If the Executive Dean determines that no further action should be taken, the person who lodged the report will be informed in writing.
- 4.3.4 If the Executive Dean determines that the concern merits further investigation, the student must be notified in writing that they are required to:
- provide evidence of suitability for a practice-based learning activity, and
 - attend a meeting with the Executive Dean and program director to discuss the concerns raised. If the student is unable to attend in person they may participate via phone/internet telecommunications.

*Note: where there are references to the Executive Dean in this manual, the Executive Dean may elect to delegate the specified responsibility

- 4.3.5 Following the meeting, the Executive Dean 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 Executive Dean 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 Executive Dean
 - 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.
- 4.4.3 The membership of the suitability advisory panel will consist of:
- Executive Dean (chair)
 - Academic Registrar: Student and Academic Services
 - access and inclusion adviser, Student Engagement Unit
- (The role of the access and inclusion 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)
- 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 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. The chair will collect any copies of these documents at the conclusion of the meeting and ensure they are confidentially destroyed.

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 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
 - whose behaviour may constitute misconduct under Statute 7 of the University of South Australia Statutes, or
 - whose actions may involve academic misconduct as prescribed in section 9 of this manual,
- the student will be contacted in writing to notify them of the concerns. The notification will be sent within ten working days of the issue(s) being identified and will include a request for the student to attend a meeting to discuss the issue(s) with the course coordinator and/or academic integrity officer.
- 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 phone/internet telecommunications.
- 4.6.2 The student may also be temporarily removed from the practice-based learning activity until they have met with the course coordinator and/or academic integrity officer. In the case of academic misconduct matters the processes set out in clause 9.5 of this manual will be implemented.
- 4.6.3 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 UniSA staff member or student.
- 4.6.4 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.
- 4.6.5 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 Executive Dean, supported by reasons.
- 4.6.6 On reviewing the course coordinator's recommendation and undertaking further discussion as required, the Executive Dean 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

- c. confirm that the practice-based learning activity should be suspended and the student removed. The Executive Dean must commence further investigation into the circumstances leading to the removal of the student (see clause 4.6.8).
- 4.6.7 If the Executive Dean allows the student to continue the practice-based learning activity, or arranges for the student to undertake an alternative activity, the Executive Dean 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.
- 4.6.8 If the Executive Dean confirms that the student should be removed from the practice-based learning activity, further investigation should be undertaken as follows:
- a. 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
 - b. for misconduct as defined in University of South Australia Statute 7, follow the procedures set out in Statute 7

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.

Relevant to

Assessment tasks in all coursework programs, where the course coordinator has determined that re-marking and/or re-submission will be permitted for that task.

In this section all references to Executive Dean or course coordinator may be read to refer to the equivalent UniSA Online position.

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. Re-marking must adhere to the principle articulated in clause 1.1.8, namely that assessment methods and judgements must be valid and reliable.
- 5.1.2 The second assessor must have expertise in the area of the assessment task. They must be provided with the relevant course outline along with details of the specific assessment task, including the assessment criteria and the expected learning outcomes. They must not be given the student's original mark or grade, feedback, or any other information that might influence the re-mark.
- 5.1.3 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.
- 5.1.4 A re-marked assessment task cannot be re-submitted.
- 5.1.5 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.
- 5.1.6 The course coordinator will notify the student in writing within five working days that:
- a second assessor will re-mark the assessment task, or
 - the request is denied.
- 5.1.7 If the course coordinator denies the request for a re-mark, the student may request the Executive Dean* to review the course coordinator's decision by submitting a request in writing within five working days of receiving the course coordinator's decision. The request must include the reasons for requesting a re-mark.
- 5.1.8 The Executive Dean will either:
- approve the re-mark and:
 - notify the student and the course coordinator of their decision in writing within five working days of receiving the request
 - appoint a second assessor
 - arrange for the assessment task to be re-marked

* Note: where there are references to the Executive Dean in this manual, the Executive Dean may elect to delegate the specified responsibility

- 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.

5.1.9 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.

5.1.10 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 Re-submission is not an option for final summative assessments, including secondary assessments. 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.

5.2.3 Students who pass a re-submission will receive a maximum mark of 50 per cent unless the course coordinator allows the full range of marks on the basis of exceptional circumstances.

5.2.4 A re-submitted assessment task cannot be re-marked.

5.2.5 Re-submission can be initiated by a course coordinator or a student.

5.2.6 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.

5.2.7 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.

5.2.8 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.

5.2.9 If the course coordinator denies the request for re-submission, the student may request the Executive Dean to review the course coordinator's decision by submitting a request in writing within five working days of receiving the course coordinator's decision. The request must include the reasons for requesting a re-submission.

5.2.10 The Executive Dean 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.

5.2.11 If the Executive Dean 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.

- 5.2.12 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.

6

Examination procedures

Purpose

This section prescribes the policy and procedures for summative examinations.

Relevant to

All undergraduate and postgraduate courses with summative examinations, including UniSA College examinations.

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

Invigilated online examinations will comply with clause 6.7 only.

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 primary and secondary examinations. All examinations will be scheduled in South Australian time. All students are required to sit their primary and secondary examination at the scheduled date, time, and location irrespective of any conflict with a planned holiday or special event, or regular work commitment.
- 6.1.2 Students are responsible for knowing their examination dates, 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 Students attending an examination must behave in a manner consistent with the University's Code of Conduct for Students.
- 6.1.6 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.
- 6.1.7 Students who have an approved access plan that includes provisions relating to examinations must display a copy of the access plan on their desks.
- 6.1.8 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:
- a. mobile phones
 - b. electronic devices, including smart watches and headphones
 - c. calculators
 - d. books, notes or other documents including dictionaries

- e. other items listed on the relevant Campus Central website
- 6.1.9 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.
- 6.1.10 Head dress must not be worn in the examination room unless required for religious observance or medical reasons.
- 6.1.11 The Academic Unit 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.
- 6.1.12 Exceptions to examination procedures may only be made with the prior approval of the Registrar and 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 question papers, examination booklets, scrap paper or attendance slips from the examination room.

6.4 Breaches of examination procedures

- 6.4.1 Any student disrupting an examination may be dismissed from the examination room at the discretion of the chief invigilator. A student dismissed from the examination room will be advised that a breach has been identified and will be reported.
- 6.4.2 If a breach of examination procedures occurs but 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 a breach has been identified and will be reported.
- 6.4.3 The chief invigilator will document breaches of examination procedures and provide a report within five working days. It is not necessary to demonstrate that the student gained an advantage as a result of the breach for the matter to be reported. The report will be provided to:
- the relevant academic integrity officer in the case of academic misconduct matters, to be dealt with under the procedures in section 9 of this manual, or
 - to the Executive Dean* in the case of other misconduct matters, or
 - both if the matter falls into both categories.

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 (to be used when examinations for external students are not conducted online). 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:
- a. within the Adelaide metropolitan area, as defined by the postcodes 5000-5199, 5201, 5231-5235, 5241-5245, 5250-5252, 5942 and 5950
 - b. within a 105 kilometre radius of the Whyalla campus, encompassing Whyalla, Whyalla Playford, Whyalla Norrie, Whyalla Stuart, Whyalla Jenkins, Iron Knob, Cowell, Port Augusta and Stirling North, or
 - c. 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:
- a. travel to the designated UniSA examination venue to sit the internal examination, for postcodes 5202-5214, 5255-5256, 5351-5356, 5360-5373, 5400-5411, 5460 and 5501-5502, or
 - 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 – 6.5.10 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

* Note: where there are references to the Executive Dean in this manual, the Executive Dean may elect to delegate the specified responsibility

- 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 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 Executive Dean whether or not to authorise the variation. Only the Executive Dean may authorise any variations.
- 6.5.10 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 date, time and location during the primary and secondary examination periods, irrespective of any conflict with a planned holiday or special event.
- 6.6.2 Internal students who meet the following criteria may apply to sit their secondary examination off-campus in their home country/state if:
- a. they are completing their final course of study; and
 - b. they have a home address outside South Australia, as recorded on the student record system, and
 - c. they cannot sit the secondary examination on campus due to extenuating circumstances.
- 6.6.3 Off-campus secondary examination may also be available to internal students who are elite athletes or performing artists as defined on the University's website if they have a training/sporting/rehearsing/performing commitment that prevents them from being present at the scheduled venue. In such cases applications are not restricted to students completing their final course of study.
- 6.6.4 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.
- 6.6.5 For students granted a supplementary examination, the off-campus application must be lodged with Campus Central using the prescribed form no later than five working days following result release for the relevant study period.
- 6.6.6 In cases where an application to sit the secondary examination off-campus is approved the examination will be conducted online or the student will be allocated to an approved external

examination centre where possible. Where this is not possible the student must propose their own invigilation arrangements, as outlined in clauses 6.5.6 – 6.5.10.

- 6.6.7 Off-campus examinations must occur on the same date and South Australian time as the published schedule for internal students and will not be approved for an alternate time.

6.7 Procedures for invigilated online examinations

- 6.7.1 Students will receive advance notice of scheduled primary and secondary examinations. All examinations will be scheduled in South Australian time. All students are required to sit their primary and secondary examination online at the scheduled date and time irrespective of any conflict with a planned holiday or special event, or regular work commitment.
- 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 Executive Dean.
- 6.7.3 Students sitting an online examination must behave throughout the exam in a manner consistent with the University's Code of Conduct for Students.
- 6.7.4 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, or online course facilitator, may result in a student's inability to complete an online examination.
- 6.7.5 All students must complete the Mandatory System Check and sit the Mandatory Training Quiz prior to each examination to ensure system requirements are met and to gain familiarity with the process and software used. Students are responsible for ensuring that system requirements are met for all online examinations.
- 6.7.6 All students must participate in an online identity verification at the time of the examination prior to beginning an examination. This will involve:
- a clear photo being taken by the invigilation system of their student identification card, (or an alternative form of photographic identification such as a passport or driver's license),
 - a clear photo being taken by the invigilation system of the student sitting the examination, and
 - a clear short video recording of the examination room being made by the student at the time of the examination to ensure the room is free of prohibited items or other people.
- If these conditions are not met the invigilator will flag this as an examination rule violation and will report a breach.
- 6.7.7 Head dress must not be worn during the examination, unless required for religious observance or medical reasons.
- 6.7.8 Recorded footage of the online examination will be made available to the University when required, in accordance with the [Privacy Policy](#) and the [Records management policy](#).
- 6.7.9 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.
- 6.7.10 Reading time will be incorporated into the approved duration for the examination.
- 6.7.11 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:
- electronic devices, including smart watches and headphones, other than those devices needed for undertaking the exam
 - calculators
 - books, notes or other documents including dictionaries

d. other items listed on the relevant Campus Central website

- 6.7.12 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.
- 6.7.13 Students are not permitted to communicate with any other people during the examination.
- 6.7.14 Students are not permitted to leave the view of the webcam at any time during the examination.
- 6.7.15 Students are not permitted to retain a copy of examination questions following completion of an online examination.
- 6.7.16 Breaches of examination procedures will be treated as misconduct even if it cannot be demonstrated that a student gained an advantage as a result of the breach.
- 6.7.17 The invigilator will document breaches of examination procedures and provide a report within five working days. The report will be provided to:
- the relevant academic integrity officer in the case of academic misconduct matters, to be dealt with under the procedures in section 9 of this manual, or
 - to the Executive Dean in the case of other misconduct matters, or
 - both if the matter falls into both categories.
- 6.7.18 Exceptions to online examination procedures may only be made with the prior approval of the Registrar and Director: Student and Academic Services.

7

Variations to assessments

Purpose

This section prescribes the policy and procedures relating to the assessment variations that the University permits as part of its commitment to supporting students.

Relevant to

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

In this section references to program director or course coordinator may be read to refer to UniSA Online program facilitator or course facilitator.

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 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 7.2)
 - ii) supplementary assessment or examination (see clause 7.4)
 - iii) deferred assessment or examination (see clause 7.5)
 - iv) special consideration (see clause 7.6)
 - v) adjustments made in accordance with 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 Access and Inclusion Unit in 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 7.7). 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 Access and Inclusion Unit in the Student Engagement Unit for an access plan.
- 7.1.2 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 approved access plan.
- 7.1.3 Adjustments and variations for students who are carers (as defined in policy [C-7 Students with disabilities](#)) are only available to students who have an approved access plan.

7.2 Extension to complete an assessment task

- 7.2.1 Students may request an extension of time to complete an assessment task on the basis of unexpected or exceptional circumstances (see clause 7.7).
- 7.2.2 Students must lodge an application for an extension via *learnonline* 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 *learnonline*, normally within two working days. All correspondence will be stored within *learnonline*.

(See clause 7.5 if circumstances prevent an application being made before the due date in relation to a final assessment task. Note that clause 7.5 also covers procedures relating to inability to sit a final examination due to unexpected or exceptional circumstances.)

7.3 Secondary assessments

- 7.3.1 Secondary assessments may take the form of:
- supplementary assessment or examination
 - deferred assessment or examination
 - special consideration.
- 7.3.2 Secondary assessments:
- must test the same areas of skill and knowledge that the original final 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.
- 7.3.3 Applications for deferred assessment or examination, or special consideration, will be considered on the basis of unexpected or exceptional circumstances (see clauses 7.5 and 7.6 below). If a student requests more than one secondary assessment opportunity in the same course, the request will be referred to the Registrar and Director: Student and Academic Services (or nominee) for decision.
- 7.3.4 In cases where multiple applications for secondary assessments are received from the same student over the duration of their program, additional support will be offered, for example via referral for academic counselling or referral to the Student Engagement Unit.
- 7.3.5 Decision-making relating to secondary assessments will be underpinned by the following principles:
- the University will make the assumption that requests from students are made in good faith;
 - the University aims to achieve outcomes that are in the best interests of students and which are educative and supportive; and
 - there is an expectation that students will engage in efforts to address difficulties they face due to unexpected or exceptional circumstances.
- 7.3.6 Secondary examinations are scheduled in the next available examination period. Secondary examinations that cannot be scheduled in the next available examination period are arranged in consultation between Academic Units and Student and Academic Services, and will normally occur within a regular assessment period.
- 7.3.7 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.
- 7.3.8 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.
- 7.3.9 Final results for secondary assessments, including the original 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.

- 7.3.10 On a case by case basis, students who have an access plan may be permitted to undertake the final examination in a course for the first time during the secondary assessment period. This option will only be permitted for students whose access plan includes provision for accommodations relating to examinations, and on the advice of an Access and Inclusion Adviser.

7.4 Supplementary assessment or examination

- 7.4.1 The table below summarises the possible outcomes and approval authorities relating to supplementary assessment or examination.

Supplementary Assessment/Examination	Outcomes	Grades	Approval
<p>Provides an opportunity to gain a supplementary pass following a final mark of between 45 – 49 percent for the course.</p> <p>Student does not need to apply.</p> <p>Note that a supplementary assessment or examination will not be available in cases where there has been an academic integrity investigation in relation to the student's conduct in that course and 'failure in the course' is the outcome of that investigation.</p>	<p>Supplementary final assessment (requirements to be determined by the course co-ordinator), or supplementary final examination</p>	<p>SP or F</p>	<p>Automatic if criteria are met, except where clause 7.4.5 applies or supplementary is applied after results are finalised (clause 7.4.7).</p>

- 7.4.2 Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) for which a mark of 50 per cent will be awarded.
- 7.4.3 Unless an exception has been approved (see 7.4.4), supplementary assessment or examination:
- is available in all enabling programs, undergraduate and postgraduate coursework programs, and OUA courses
 - may be available for cross-institutional and single course enrolments if it is available in that course and the Executive Dean* has given approval.
- 7.4.4 If supplementary assessment or examination is not to be available in a course, approval must be obtained from the Academic Unit Board as part of the course approval process, and the course outline must indicate that it is not available.
- 7.4.5 A student may be granted a supplementary assessment or examination for no more than two courses with a final mark of less than 45 percent if the following conditions apply:
- the student was enrolled in the course(s) in their final study period, and
 - the student attempted all of the assessments in the course(s), and
 - the student has passed all of the other courses required to complete their program.
- If an academic integrity investigation is underway this option will not be available for that course until that investigation has been completed and it is determined that no breach of academic integrity occurred.
- 7.4.6 The Academic Unit will notify the course coordinator that a supplementary has been granted. If the course coordinator assigns a supplementary *assessment* they will then:

* Note: where there are references to the Executive Dean in this manual, the Executive Dean may elect to delegate the specified responsibility

- 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.

If the course coordinator assigns a supplementary *examination*:

- i) the course coordinator will notify Student and Academic Services if they require an examination to be scheduled, 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.

7.4.7 If the supplementary assessment or examination is granted after results are finalised, the Academic Unit 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 Deferred assessment or examination

7.5.1 The table below summarises the possible outcomes and approval authorities relating to deferred assessment or examination.

Deferred Assessment/Examination	Assessment	Examination	Grades	Approval
<p>Provides an opportunity to defer the final assessment or examination in cases where unexpected or exceptional circumstances* prevented submission of the final assessment or sitting the final examination. These circumstances must have occurred in a period of time directly related to submission or attendance at the examination.</p> <p>Student must apply via Campus Central or UniSA partner administration office no later than 5 working days after the submission or examination date.</p>	<ul style="list-style-type: none"> - Not approved, or - Deferred assessment 	<ul style="list-style-type: none"> - Not approved, or - Deferred examination 	Full range of grades	<p>Campus Central or UniSA partner administration office will determine all requests to defer an assessment or examination.</p> <p><i>A deferred examination</i> will be approved when (1) the student did not attend the primary examination, and (2) supporting documents are assessed as demonstrating unexpected or exceptional circumstances.</p> <p><i>A deferred assessment</i> will be approved when supporting documents are assessed as demonstrating unexpected or exceptional circumstances. Approved applications will be forwarded to the course coordinator for notification to the student regarding the assessment requirements.</p>

*see clause 7.7

- 7.5.2 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.
- 7.5.3 When applying for a deferred assessment or examination students must indicate on the form whether other variations have been granted in the course.
- 7.5.4 If the unexpected or exceptional circumstances also affect the student's ability to complete and submit the form within five working days, their application must include a written statement requesting that the time limit be waived. This statement will be forwarded to the Registrar and Director: Student and Academic Services (or nominee) for approval.
- 7.5.5 In cases where Campus Central or the UniSA partner administration office has approved an application for a deferred examination, Student and Academic Services will schedule the examination and the student will be notified in writing and advised to consult the examination timetable on the University's website.
- 7.5.6 On receipt of an approved application for a deferred assessment, the course coordinator will, within 5 working days of receiving the application:
- 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.

7.6 Special consideration

- 7.6.1 The table below summarises the possible outcomes and approval authorities relating to special consideration.

Special Consideration	Assessment	Examination	Grades	Approval
<p>Special consideration provides an opportunity to improve the final grade in cases where unexpected or exceptional circumstances* impacted academic performance during a final examination or during preparation time leading to a final examination, or submission of a final assessment.</p> <p>Must apply via Campus Central or UniSA partner administration office no later than 5 working days after the examination or submission date.</p>	<p>For those applications forwarded to the course coordinator:</p> <ul style="list-style-type: none"> - No action, or - Mark adjustment, extension of time, or alternative means of assessment** other than an examination <p>(Note, if an examination is deemed necessary an exception must be approved by the Executive Dean)</p>	<p>For those applications forwarded to the course coordinator:</p> <ul style="list-style-type: none"> - No action, or - Mark adjustment or alternative means of assessment** other than an examination <p>(Note, if an examination is deemed necessary an exception must be approved by the Executive Dean)</p>	<p>Full range of grades</p>	<p>Applications with supporting documents that are assessed by Campus Central or UniSA partner administration office as demonstrating unexpected or exceptional circumstances will be forwarded to the course coordinator for a decision regarding the outcome to be applied.</p>

*see clause 7.7

**Alternative means of assessment must ensure that learning outcomes for the course can be demonstrated and, in the case of a replacement task, the same percentage weighting is applied as for the original assessment task.

- 7.6.2 When applying for special consideration students must indicate on the form whether other variations have been granted in the course.

- 7.6.3 If the unexpected or exceptional circumstances also affect the student's ability to complete and submit the form within five working days, their application must include a written statement requesting that the time limit be waived. This statement will be forwarded to the Registrar and Director: Student and Academic Services (or nominee) for approval.
- 7.6.4 On receipt of an approved application for special consideration, the course coordinator will, within 5 working days of receiving the application:
- i) mark the student's final assessment or examination and notify Campus Central or UniSA partner administration office of their decision regarding the outcome to be applied, and
 - ii) notify the student in writing about the outcome, and
 - iii) provide a copy of the correspondence to Campus Central or UniSA partner administration office, to be retained on the student's file.

7.7 Unexpected or exceptional circumstances

- 7.7.1 Unexpected or exceptional circumstances are those that were beyond the control of the student and for which there was no opportunity to prepare in advance.
- 7.7.2 The table below provides examples of unexpected or exceptional circumstances. Approval is not limited to these examples, if acceptable supporting documents are provided. Further supporting documents may be requested if needed.

TYPE OF CIRCUMSTANCE	SUPPORTING DOCUMENTS
<p>a. <i>Medical circumstances*</i></p> <p>For example:</p> <ul style="list-style-type: none"> • an unexpected illness • a re-occurrence of a chronic illness • an accident causing injury <p>* 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.</p>	<p>Students must submit a medical certificate that complies with the definition set out in the General Definitions section of this manual.</p>
<p>b. <i>Compassionate circumstances</i></p> <p>Hardship or trauma including:</p> <ul style="list-style-type: none"> • a death or serious illness/injury of a close family member • a severe disruption to domestic arrangements • being a victim of crime 	<p>Supporting documents may take the form of:</p> <ul style="list-style-type: none"> • a certificate or letter from a relevant health care professional who is qualified to assess and support the application • written support from a Student Engagement Unit counsellor who has knowledge of the student and their circumstances • a police report where relevant • a death or funeral notice
<p>c. <i>Other unexpected or exceptional circumstances</i></p> <p>For example:</p> <ul style="list-style-type: none"> • religious observance (refer to General Definitions) • Aboriginal cultural practices (refer to General Definitions) 	<p>Supporting documents may take the form of:</p> <ul style="list-style-type: none"> • a letter from a religious leader or formal documentation demonstrating religious affiliation • in the case of Aboriginal cultural practices, a document from an independent person, e.g. death certificate (if culturally

<ul style="list-style-type: none"> • community service, for example, jury duty, an unforeseen call to the Australian Defence Force or state emergency services • a summons to appear in court • a vehicle accident that occurred on the day of the examination or deadline for submission of the final assessment • training/sporting/rehearsing/performing commitments for elite athletes and performing artists as defined on the University's website • employment related circumstances such as a move interstate at short notice • outage of the University's online examination system 	<p>appropriate) or letter from a senior community Elder</p> <ul style="list-style-type: none"> • a certified call to Australian Defence Force service • a description of the emergency attended for state emergency services, including the date • a court summons • a copy of a police accident report • a letter confirming commitments for elite athletes and performing artists, as defined on the University's website • a letter confirming changed employment circumstances • a copy of the email and reference number confirming the IT support provided by the system provider or University in the case of an outage of the University's online examination system
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7.7.3 Supporting documents for unexpected or exceptional circumstances must be verifiable. Supporting documents signed by a relative or friend of the student will not be accepted.

7.7.4 The Director, Student and Academic Services (or nominee) is not authorised to grant a further secondary assessment opportunity to a student on the basis of unexpected or exceptional circumstances if this would allow the student more than three opportunities per course (including the primary assessment period opportunity) to undertake the final assessment or examination.

When assessing applications relating to secondary assessment opportunities, the Registrar and Director: Student and Academic Services (or nominee) may determine that an outcome other than a further opportunity would more effectively support the student. Examples of such outcomes include, but are not limited to, referral for academic counselling or referral to the Student Engagement Unit.

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

In this section all references to course coordinator may be read to refer to UniSA Online course facilitator.

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](#)
- APPM Section 3: Moderation
- APPM Section 10: Academic review
- APPM Section 11: Student appeals committee
- [AB-58: Research Degrees Policy](#)

8.1 Determination and approval of results

- 8.1.1 The Registrar and 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, Academic Unit Board or delegated committee of the Academic Unit 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 Executive Dean, Dean of Programs, or delegate and reported to the relevant Academic Unit Board.
- 8.1.6 After grades and notations have been finalised, they can only be altered with the approval of the Executive Dean, Dean of Programs, or delegate, on advice from the course coordinator.
- 8.1.7 The Registrar and 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 notation

- 8.2.1 If a student is enrolled in a course, but it is not possible to finalise their grade by the published timeline, the **Incomplete notation (I)** may be used so that the student's progress in the program can be accurately monitored.
- 8.2.2 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:
- 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's grade is pending the outcome of an academic integrity investigation.
- 8.2.3 The course coordinator must inform the student about the reason for the Incomplete (I) notation.
- 8.2.4 All Incomplete (I) notations must be converted to a final grade by the relevant date in the schedule published by the Registrar and Director: Student and Academic Services. Any Incomplete (I) notations or blank grades 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.

8.3 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 examination*

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

* 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 Registrar and 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 Registrar and 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 [Research Degrees Policy](#).

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 Executive Dean responsible for delivery of the course to review the final grade. A request to the Executive Dean 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 Executive Dean will normally be completed within ten working days from the date on which the request was lodged. The Executive Dean 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 Executive Dean, 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 Executive Dean'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 that have been determined to be breaches of academic integrity (see clause 6.4)
 - 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 a third party, 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 comparison software, unless the Executive Dean* 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 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 authorise the University to test any work submitted by me, using 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>*

* Note: where there are references to the Executive Dean in this manual, the Executive Dean may elect to delegate the specified responsibility

9.4 Staff responsibilities

- 9.4.1 Each Academic Unit, 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 Executive Deans and Academic Unit teaching and learning committees.
- 9.4.2 If required, the Executive Dean 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.

9.5 Initial investigation

- 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 raise their concern with the relevant academic integrity officer prior to marking the assessment task and prior to the release of the result for the relevant assessment.
- 9.5.2 The academic integrity officer must make a determination as to whether the issue warrants further investigation within 5 working days of being advised of the concern. The academic integrity officer will notify the student of their concerns in writing within 5 working days of making their determination, and request that the student attend a meeting to discuss the issue. The meeting should occur within 10 working days of the initial notification. If the student is unable to attend the meeting, the discussion may occur via 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 UniSA staff member or student.
- 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). (The assessment task will be marked and returned to the student.)
 - academic misconduct has occurred. The academic integrity officer will provide academic counselling to the student and may apply any of the following further outcomes:
 - a warning with no penalty
 - allow a corrected version of the assessment task to be submitted
 - 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
 - require the student to complete a learning module in academic integrity
 - 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 investigation to the Executive Dean who will 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:
- record the case in the central database (see clause 9.8)
 - 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
 - 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 of the academic integrity officer's report. The student's failure to respond will not alter the outcome.
- 9.5.8 If the student rejects one of the outcomes listed in clause 9.5.4(b), the academic integrity officer will advise the Executive Dean and provide them with a record of the initial investigation. The Executive Dean will then initiate a formal inquiry. The student may accept the proposed outcome in writing at any time before the formal inquiry.
- 9.5.9 Cases of alleged academic misconduct that:
- do not relate to a particular course, or
 - relate to one or more courses that a student has completed in previous study periods, and deemed warranted by the Registrar and Director: Student and Academic Services in the first instance,
- will be referred to the Executive Dean to review and determine the appropriate outcome (either the outcomes listed in clause 9.5.4 (a) or (b) or initiation of a formal inquiry).

9.6 Formal inquiry

- 9.6.1 If a formal inquiry is required, the Executive Dean will establish a committee consisting of:
- the Executive Dean as chair,
 - a member of academic staff with academic integrity responsibilities,
 - one other member of academic staff,
 - a nominee of the Registrar and Director: Student and Academic Services,
 - a representative of Offshore Student Services if applicable, and
 - a member of USASA Board or nominee.
- For cases concerning international students, an international student advisor from the Student Engagement Unit may be in attendance at the formal inquiry.
- 9.6.2 The formal inquiry may proceed even if all members are not present, provided there is a quorum of three which must include the chair.
- 9.6.3 The academic staff member and/or academic integrity officer who initiated the case may present their concerns to the inquiry but are not permitted to serve as a member of the committee.
- 9.6.4 The Executive Dean will inform the student that a formal inquiry has been initiated and invite them to attend. The student will be provided with information about the alleged misconduct, a copy of this policy, and any other relevant documentation. If the student is unable to attend in person, they may participate via phone/internet telecommunications.
- 9.6.5 The chair of the formal inquiry is responsible for ensuring that the confidentiality of third parties is maintained where required, when documents are circulated.

- 9.6.6 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 UniSA staff member or student.
- 9.6.7 The formal inquiry may proceed whether or not the student responds or attends.
- 9.6.8 The formal inquiry may determine that:
- a. the student's actions do not constitute academic misconduct, no further action will be taken, and any record of the investigation will be removed from the central database. 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 one of the outcomes specified in clause 9.5.4(b) in which case the formal inquiry committee will decide which outcome to apply and 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. In such cases the formal inquiry committee will 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) failure in the course and 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 where documents have been falsified or misrepresented, the matter may also be referred to SA Police.

- 9.6.9 The Executive Dean will inform the student in writing of the outcome within five working days of the formal inquiry committee decision. The letter will include the reasons for the outcome, advise the student of their right of appeal, and include a copy of this policy. The letter will be sent to the student via their student email.
- 9.6.10 If the formal inquiry concludes that the action of the student warrants suspension from the University, the letter to the student will also include 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.
- 9.6.11 International students for whom the formal inquiry outcome is either suspension or expulsion will be advised that:
- a. the suspension or expulsion 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

- b. 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 In addition to notifying the student of the formal inquiry outcome, the Executive Dean will communicate the outcome in writing to the following, within five working days:
- a. the relevant academic integrity officer
 - b. the course coordinator and program director
 - c. Campus Central or UniSA partner administration office, to be retained on the student's file
 - d. 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 Registrar and Director: Student and Academic Services within 20 working days of being notified of the outcome of the formal inquiry. The Registrar and 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 If a student appeals a decision to expel them from the University and the student is not successful in their internal appeal, the expulsion will have immediate effect from the date of the letter notifying them of the appeal decision.
- 9.7.6 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 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 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's initial investigation determines that academic misconduct occurred, the following information will be recorded in the central database:
- a. details about the student, the program, the course and the assessment task
 - b. the type of academic misconduct (see clause 9.2.1)
 - c. the factors taken into consideration (see clause 9.2.3)
 - d. the information on which the determination is based
 - e. the outcome (see clause 9.5.4) and reasons for the outcome, and
 - f. whether the student agreed or rejected the proposed outcome (see clause 9.5.7).
- 9.8.5 If a case is referred to the Executive Dean (see clause 9.5.9), the Executive Dean will have access to the information stored regarding the initial investigation relating to that case, and to any other cases recorded against that student, in order to assist in their determination.
- 9.8.6 If the Executive Dean concludes that the student's actions constituted academic misconduct, they will record the outcome and the factors taken into consideration, in the central database.
- 9.8.7 If a formal inquiry is convened, the committee will have access to the information stored regarding the initial investigation and to any other cases recorded against that student. The committee will record its determination in the central database, including:
- a. the factors taken into consideration in determining an outcome (see clause 9.2.3)
 - b. the information on which the determination is based, and
 - c. the outcome, and reasons for that outcome.
- 9.8.8 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 investigation, the formal inquiry, and any other cases recorded against that student.
- 9.8.9 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 must be provided to Campus Central or UniSA partner administration office to be retained on the student's file.
- 9.8.10 The student's file 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 supporting students who are making unsatisfactory academic 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

In this section references to program director or course coordinator may be read to refer to UniSA Online program facilitator or course facilitator.

10.1 Student support and academic progress

- 10.1.1 The University will monitor students' academic progress and support students at risk of not successfully completing their program of study by identifying such students at an early stage to offer them targeted support (in addition to the support that is available to all students throughout the academic year). A tiered approach to targeted support will be implemented so that the level of support increases with the stages in the academic review process (see below).
- 10.1.2 The impact of students' circumstances will be taken into account when assisting students who are experiencing difficulties with their studies. Students will be informed about relevant support services and the process to make an application for consideration of special circumstance where appropriate.
- 10.1.3 As part of good teaching practice, academic staff are also responsible for providing support to students at academic risk by making adequate time available for giving advice and assistance to those students or recommending that they seek appropriate personal and/or academic support.
- 10.1.4 Possible support may include but is not limited to:
- a. group academic counselling organised by the Academic Unit
 - b. 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. an academic support plan developed with the program director or program facilitator
 - g. transfer to an alternative program where appropriate

10.2 Academic review

- 10.2.1 The University will define academic review periods that align with results release dates during the academic year. A schedule of the academic review period dates will be published on an annual basis on the University website.
- 10.2.2 At the end of each academic review period each student's results will be assessed against the criteria used to identify students who have made unsatisfactory progress.

- 10.2.3 The criteria for unsatisfactory progress are:
- failing a course for the second time, or
 - failing 50% or more of courses in an academic review period, or
 - failing a practice-based learning activity, where that failure constitutes failure in the course
- 10.2.4 A student who has been identified as making unsatisfactory progress will receive a notification in the form of a written communication that will include an offer of support. An academic review notation will also be entered on their student record indicating they have been 'notified' for that academic review period. If a student receives a second notification at the end of a subsequent academic review period (not necessarily a consecutive period) they will be offered additional support.
- 10.2.5 Where an Academic Support Plan is developed as part of the support process, a copy will be provided to the student and to Campus Central to be retained on the student's file.
- 10.2.6 Students are expected to engage with the support offered, including undertaking actions set out in an Academic Support Plan. A student's level of engagement with support offered by the University will be a factor taken into consideration should the student subsequently appeal a preclusion decision.
- 10.2.7 A student's academic review status remains unchanged in circumstances where the student is transitioned to a new program as a result of the program approval process.

10.3 Procedures for preclusion

- 10.3.1 Students will be identified for preclusion if they meet the criteria for making unsatisfactory progress in their program (as defined in clause 10.2.3) **in three or more** academic review periods.
- 10.3.2 Students enrolled in a UniSA enabling program who have received a final grade of F2 for all courses in an academic review period will be identified for preclusion.
- 10.3.3 Students enrolled in diploma level programs, who have undertaken 4 or more courses and have failed more than 50% of these courses will be identified for preclusion.
- 10.3.4 Students enrolled in bachelor or higher level programs, who have undertaken 8 or more courses and have failed more than 50% of these courses will be identified for preclusion.
- 10.3.5 Students to be precluded will be notified in writing. The notification will include all reasons for preclusion and that:
- they have the right to appeal the decision to the Preclusion Appeals Committee (see clause 10.4)
 - their enrolment in the program will be discontinued if they do not appeal, or their appeal is denied
 - 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 will be retained on the student's file.

- 10.3.6 If a student does not appeal or an appeal is denied, the preclusion will be recorded against the student's program.
- 10.3.7 If a student is precluded from a bachelor award and is also enrolled in a related concurrent award, the preclusion will apply to both awards.
- 10.3.8 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 Preclusion Appeals Committee (see clause 10.4).

10.4 Appealing against preclusion

- 10.4.1 The Preclusion Appeals Committee will consider appeals against preclusion from a program. The composition of this committee will be:
- Three academic staff with significant experience in implementing academic policy, nominated by the Provost and Chief Academic Officer. The academic staff members will normally either be members of an Academic Unit executive team or hold level D or E positions. One will be nominated to serve as chair for a 12 month term.
 - A General Manager or a Program Services Manager from an Academic Unit.
 - A representative from Student and Academic Services.
 - A member of the USASA Board, or nominee.
- 10.4.2 The committee may proceed even if all members are not present, provided there is a quorum of three, which must include the chair.
- 10.4.3 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 communication. Appeals must be supported by relevant documents, for example any action taken by the student in response to previous intervention strategies.
- 10.4.4 The relevant program director will be invited to attend, or make a submission to, the Preclusion Appeals Committee about the decision to preclude the student.
- 10.4.5 The student will be notified in writing at least five working days before the committee is due to meet and will be invited to attend the meeting to present their appeal. 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 UniSA staff member or student.
- If the student is unable to attend in person, they may participate via phone/internet telecommunications.
- 10.4.6 No party will be permitted to have legal representation at an appeals hearing.
- 10.4.7 If the student raises new or additional information in support of their appeal, the Preclusion 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.
- 10.4.8 Students may continue their program of study while awaiting the outcome of an 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.
- 10.4.9 The Preclusion Appeals Committee will notify the student of its decision in writing within five working days from its final meeting for the review period. Where the 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 communication will be retained on the student's file.

- 10.4.10 If the Preclusion Appeals Committee denies the student's appeal, their enrolment will be amended to state that they have been precluded, unless they lodge an appeal with the Student Appeals Committee.
- 10.4.11 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.
- 10.4.12 A record of the Preclusion Appeals Committee will be kept and include:
- a. the date and time of the meeting
 - b. the members of the committee
 - c. the information considered by the 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 matters in this manual which can be appealed to the Committee*
- the process for lodging appeals relating to these matters

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](#)
- [Student Appeals Committee terms of reference and procedures](#)

11.1 Grounds for appeal

- 11.1.1 A student is entitled to lodge an appeal with the Student Appeals Committee relating to matters in this manual if:
- a. the student is appealing a decision referred to in clause 11.1.2, and
 - b. the appeal has not previously been heard by the Student Appeals Committee, and
 - c. all other avenues of appeal within the University have been exhausted.
- 11.1.2 The following decisions made in accordance with the provisions in this manual are eligible for consideration by the Student Appeals Committee:
- a. A decision of a formal inquiry committee relating to academic misconduct.
 - b. A decision of an Executive Dean 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 or online course facilitator 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 the Preclusion 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.

* Refer to the Council approved terms of reference for other matters which can be appealed to the Student Appeals Committee

11.2 Lodging an appeal

- 11.2.1 The student must lodge an appeal relating to one the matters specified in clause 11.1.2 by using the prescribed form and attaching supporting documents. The appeal must be lodged with the Registrar and Director: Student and Academic Services within 20 working days from the date of 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 Registrar and 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:
- the appeal has been denied, including the grounds for denial, or
 - the appeal has been provided to the Student Appeals Committee for consideration.
- 11.2.3 In considering the grounds for appeal, the Registrar and 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 Registrar and Director: Student and Academic Services or nominee will report the outcome of their decision to the relevant Academic Unit, UniSA Online, Campus Central, UniSA International if applicable, and the Student Appeals Committee.
- 11.2.5 The decision of the Registrar and 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 11.4.
- 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 Appeal outcome

- 11.3.1 If the student's appeal is denied:
- their enrolment will be amended in accordance with the relevant decision
 - if required, the Registrar and 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
 - 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.

11.4 Further avenues of appeal

- 11.4.1 Students have the right to appeal decisions made by the Student Appeals Committee in accordance with this manual to the Office of the State Ombudsman. Contact details can be found on the Ombudsman SA website.
- 11.4.2 If a student pursues an external appeal they must:
- lodge the appeal within ten working days from the date of the final letter notifying them of the relevant decision, and advise Campus Central or UniSA partner administration office in writing within the same timeframe that an external appeal has been lodged
 - advise Campus Central or UniSA partner administration office in writing of the outcome of the appeal within ten working days from the date of the letter from the external appeal body
- 11.4.3 In cases where the Student Appeals Committee decision would lead to the student's preclusion, suspension or expulsion, the student's place in the program will be held pending the outcome of

the external appeal.* However, in such cases students will not be permitted to enrol in further courses, or incur further fees, and any existing future enrolments will be cancelled.

11.4.4 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 11.4.2 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.

* With the exception of international students whose Confirmation of Enrolment will be cancelled at this stage unless the decision is to preclude the student (see 11.5.4).

General definitions

Aboriginal cultural practices

Aboriginal cultural practices are cultural duties and ceremonial obligations that, for Aboriginal students, may place restrictions on their capacity to participate in an assessment task on a specific day or complete an assessment task by a specified due date.

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 1, 2, and 3 from the current academic year and study period 7 (deferred results) from the previous academic year.
- The **end-of-year review period** (December) includes study periods 4, 5, 6 and 7 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.

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 tasks can be either formative or summative and all assessment should be criterion referenced.

▪ **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.

Authentic assessment

Authentic assessment is core to enabling students to become work-ready graduates. It is assessment that is focussed on realistic practices, scenarios and contexts as well as on developing students' capacity to apply higher order thinking skills in an increasingly complex employment environment, preparing them to face the challenges of the future world of work.

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.

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 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 UniSA medical certificate, available from Campus Central, completed and signed by a registered medical practitioner.*

A practitioner generated medical certificate will also be accepted provided that it includes the following:

- the date of the examination by the practitioner
- the duration of the medical condition
- the practitioner's opinion regarding the impact of the medical condition on the student's academic participation and/or attendance

* A medical certificate may also be provided by another health practitioner registered under the *Health Practitioner Regulation National Law* who understands the history and impact of the student's medical condition.

Moderation

Moderation refers to a range of quality assurance processes related to assessment that aim to ensure the validity and reliability of assessment tasks, criteria and standards.

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, as well as information about their right to have a support person
- 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 them
 - 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.

Online Course Facilitator

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

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 place restrictions on a student's capacity to participate in an assessment task on a specific day or complete an assessment task by a specified due date.

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 Assessment Policies and Procedures Manual is available online at:

<http://i.unisa.edu.au/policies-and-procedures/codes/assessment-policies/>

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