

Assessment Policy and Procedure

1. Purpose

The purpose of this policy and procedure is to recognise the intent of assessment and the principles that support assessment at the Institute including:

- examination and assessment integrity, and examination rules;
- a grading system and final examination grade review;
- communication of assessment;
- supplementary assessment; and
- reasonable adjustment to assessment.

2. Scope

This policy and procedure and its schedules will apply to all Higher Education courses and to all students and staff of the Institute.

3. Definitions

Term	Definition
Assessment	The methods and procedures by which a student's academic progress and standard, at a given time, are measured against the intended outcomes of the program of study.
Assessor	Is the relevant course-coordinator or unit-coordinator.
Examination	Means a formal, supervised written or oral examination.
Graded Assessment	The use of a hierarchical range of result outcomes to describe student academic performance in a unit. Some examples of graded assessment include HD (High Distinction), D (Distinction), C (Credit), and ZN (Supplementary assessment).

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Term	Definition
Marginal fail	Where a student scores a final mark in a unit in the range 40-49%.
Reasonable adjustment to assessment	Is prescribed in clause 5.3.
Result	The combination of the grades, marks and grade point average (where it applies) used to determine a student's level of performance in a unit.
School	The School of Business or the School of Information Technology and Engineering, as the case may be.
Supplementary assessment	Is an additional assessment to assist in determining whether a student has achieved a pass level of achievement in a unit. Where the student has initially marginally failed an assessment component or components of a unit, the supplementary assessment is for those components only and may be in the form of a written or oral examination, assignment or essay. A grade result from a supplementary assessment can only be a pass or fail.
Supplementary assessment result	A student's supplementary assessment is marked and the supplementary assessment result is the final result of the unit in which a supplementary assessment is awarded. If the student passes the unit is a P grade, otherwise the supplementary assessment result if the student fails is a fail grade. That is, other marks in all other assessments of the unit are ignored.
The Schedule(s)	Means the Schedule(s) annexed to this Policy and Procedure- <ul style="list-style-type: none">• Grading System; Examination Rules; and Final Examination Grade Review.
Unit	A unit of study is a discrete body of learning and/or skills approved by the Academic Board.

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4. Policy Statement

4.1. Assessment involves the making of a decision about whether a student's work meets appropriate standards and then drawing inferences about achievement of learning

outcomes by that student. The purpose of assessment is to:

- engage students in productive learning;
- inform teaching and learning practices;
- provide evidence of unit and course-level learning outcomes and graduate attributes;
- provide comprehensive certification of student achievement; and
- maintain academic and disciplinary standards.

4.2. A supplementary assessment is an additional assessment to assist in determining whether a student has achieved a pass level of achievement in a unit.

4.3. The Schedule- Examination Rules will prescribe:

- the conduct of students in relation to examinations;
- the powers of supervisors in relation to examinations; and
- the conduct and supervision of examination assessment.

4.4. The Schedule- Grading System will prescribe the system of recording results of assessment for each unit.

4.5. The Schedule- Final Examination Grade Review will prescribe the process that allows students to request a review of their final examination grade.

5. Procedure

5.1. Assessment design

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5.1.1. Assessment will be designed to maintain academic standards and generate evidence of learning through:

- a focus on the quality of learning outcomes;
- the use of a combination of two or more assessment tasks which reflect the learning objectives of the unit, with assessment spread across the teaching period;
- the importance of the learning objectives reflected in the relative weightings of assessments; and
- providing students with the opportunity to demonstrate a range of competencies in learning from minimum learning standards to learning of the highest standard.

5.1.2. The criteria for each assessment must appear in each unit description.

5.1.3. Assessment is also designed in accordance with the availability of and appropriate allocation of resources for the unit.

5.1.4. Communication of assessment requirements is contained within the unit description including:

- the alignment with unit learning objectives;
- the amount, form and timing of assessment;
- the relative importance (weighting) of individual assessment pieces, and how they are combined to achieve a final grade;
- how feedback will be provided;
- the consequences of non-compliance; and
- the circumstances under which extensions might be granted.

5.2. Assessment integrity

5.2.1. To ensure examination and assessment integrity the assessors responsible for assessment design and conduct must consider assessment integrity and security to minimise the possibility of impersonation and cheating.

5.2.2. The presumption is that assessment and examinations are the work of the student and this presumption may be reinforced by the requirement for the student to complete a Declaration and Statement of Authorship.

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5.2.3. Electronic submission of assignments is encouraged to provide authoritative proof of the date and time of submission and to allow for text matching including the use of plagiarism detection software Turnitin.

5.2.4. Any supervised examination that takes place at the Institute and is the work of a single student for which authentication of the student's identity is required, must comply with examination requirements as contained in The Schedule to this Policy and Procedure – Examination Rules.

5.3. Reasonable Adjustments to Assessments

5.3.1. A reasonable adjustment or change to assessment may be made in specified circumstances to ensure all students are able to participate equitably in study at the Institute. Adjustments are only made when the student has formal approval from their Head of School and the adjustment retains the essential learning objectives for the unit or program. In addition, when in the opinion of the assessor, a student was unable to complete one piece of assessment to the best of his or her ability, the assessor may recommend a reasonable adjustment to assessment to the Head of School.

5.3.2. Applications for special consideration may be made on any of the following grounds:

- that the student's work at any time during the academic year has to a substantial degree been hampered by illness or other cause;
- that the student has been prevented by a serious or disabling illness or other significant cause from preparing or presenting for all or part of a component of assessment; or
- that the student was to a substantial degree adversely affected by illness or other cause during the performance of a component of assessment.

5.3.3. An application for special consideration should be directed to the appropriate Head of School, normally not later than three days after the date of submission of the component of the assessment and must be made in writing by means of a completed Special Consideration Application form and be supported by a Health Care Professional Certification in the Institute's standard form where special consideration is sought on medical grounds, or other appropriate evidence, unless it has not been reasonably practical for a student to make application within the time specified. Any

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Health Care Professional Certification or other evidence must include sufficient specific detailed information to allow the application to be assessed. The result of an application for special consideration will be notified to the applicant in writing within five working days of the decision being made.

5.3.4. Possible outcomes where it is determined that special consideration will be granted:

- No action;
- The Head of School may grant a re-assessable fail grade with provision for further assignment or other work, which must be converted to a pass (P) or fail (F);
- Setting a different (but academically equivalent) assessment task or tasks;
- Marks obtained for completed assessment tasks may be aggregated or averaged to achieve a percentage;
- Omitting an assessment task from the final calculation;
- Granting an extension of time to complete assessment tasks;
- Giving the student a grade of AD to be resolved by no later than the next trimester.

5.3.5. A student may apply to a Head of School or nominee to defer an examination in exceptional circumstances. Such application must be made by means of a completed Special Consideration Application form and be supported by appropriate evidence, including a Health Care Professional Certification form if deferral is sought on medical grounds. Normally, a Special Consideration Application form will be submitted three days before the examination and must give sufficient relevant and specific detailed information to allow the application to be assessed. A student may not normally apply to have an examination deferred more than once in any unit in a given teaching period.

5.3.6. If a student is from a non-English speaking background and in their first year of study, the student may apply for special examination conditions. The appropriate Head of School will be responsible for determining the eligibility of students from non-English speaking backgrounds and the type of special examination conditions available in formal examination conditions for that School.

5.3.7. A conceded pass in a unit may be approved by the Ratification Committee where:

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- The student is in his or her final trimester of study in a course and has attempted and passed all other units in the final trimester and would otherwise be eligible to graduate; and
- The student has an overall mark of 45-49, and in the opinion of the assessor has achieved the unit learning outcomes; and
- The Ratification Committee believes that taking into account a student's academic record and personal circumstances, allowing the student to complete the unit with a conceded pass is warranted,
- subject to the following restrictions on granting a conceded pass:
 - A student may not be granted more than one conceded pass in each course; and
 - A conceded pass may not be given for any core unit, or a unit that is a prerequisite for another unit.

5.3.8.A conceded pass is recorded on the Academic Transcript as a PC.

5.4. Supplementary Assessment Process table-

The eligibility for the granting of a supplementary assessment, the process to give effect to the offering of supplementary assessments and possible result outcomes are detailed in the following table.

5.4.1 Eligibility for granting of a supplementary assessment	Responsibility
For individual students: a) A student's marginal fail grade for a unit is confirmed by Teaching and Learning Committee; and b) The student has obtained a pass grade in 50% or more in other units for which the student is currently enrolled; and c) The student has made every reasonable attempt to submit all assessment tasks and has attempted all examinations in that unit.	Head of School for approval of supplementary assessment

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<p>Where a high fail rate is recorded in an individual unit:</p> <p>d) For students enrolled in units where the marginal fail rate and fail rate combined exceeds 40% for that unit; and</p> <p>e) the student’s marginal fail grade for a unit is confirmed by Teaching and Learning Committee; and</p> <p>f) The student has made every reasonable attempt to submit all assessment tasks and has attempted all examinations in that unit.</p>	
5.4.2 Process for offering of a supplementary assessment	
a) Wherever possible, a supplementary assessment is prepared by the original assessor or unit coordinator and tests the same areas of skill and depth of knowledge as the original assessment.	Original assessor or unit-coordinator
b) Where a supplementary assessment is approved in the form of an exam, the student will be notified by the school of the date, time and room of the supplementary assessment. The notification will be sent to the student’s MIT email account at least five working days before the date of the supplementary assessment.	The School
The student’s grade in the unit for which a supplementary assessment is approved will be recorded by the school that owns the unit as ZN (supplementary assessment granted to be completed within one month) until the result outcome of the supplementary assessment is recorded. This timeline of one month may be extended with approval of the Head of School.	Student Administration
5.4.3 Supplementary Assessment Result	
A student’s supplementary assessment is marked and if the student passes the supplementary assessment, then the student passes the unit with a P grade. If the student fails the supplementary assessment, the student fails the unit, with the fail recorded with the code N.	Teaching and Learning Committee and Student Administration

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6. Responsibilities

6.1. The Institute-

The Institute is committed to the provision of high quality, innovative and engaging assessment practices.

6.2. Academic Board and The Schools

The Academic Board is responsible for:

- approval of unit and course descriptions, including their prescribed components, particulars and conditions of assessment; and
- the Examination Rules.

The Schools are operationally responsible for:

- all components of assessment including supplementary assessment; and
- the overall management and supervision of examinations.

6.3. Staff-

Assessors in each unit will

- design the content of each component of assessment and prepare examinations, assignments and other components of assessment;
- administer the assessment and assess the performance of each student.

Academic Staff have a responsibility to:

- provide opportunities for students to demonstrate learning through appropriate assessment tasks;
- provide feedback on all assessment tasks, including examinations;
- orient students to Institute assessment methods and standards; and
- avoid bias and conflict of interest.

6.4. Students-

Students have a responsibility to demonstrate evidence of learning through their responses

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to assessment tasks and to reflect and act on feedback to improve their learning.

7. Implementation and communication

This procedure will be implemented and communicated through the Institute via:

- Announcement on the Institute's webpage;
- Internal circulation to staff;
- Staff professional development;
- Student orientation programs;
- Student handbook.

Supporting Documents and References

Institute documents:

- MIT Policies and Procedures
- Academic Appeals Policy and Procedure
- Awards and Courses Policy and Procedure
- Moderation Policy
- Plagiarism and Academic Misconduct Policy and Procedure

Other:

- Australian Universities legislation and policies

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Page 10 of 21

8. The Schedule- Grading System

The following grade descriptors indicate level of overall student performance in a unit. The criteria for each graded assessment must be included in the Unit Description.

CODES FOR UNITS WITH GRADED ASSESSMENT:

Code	Grade	Description
HD	High Distinction	In addition to passing requirements, the student's work demonstrated a consistently high level of performance on all criteria for assessment.
D	Distinction	In addition to all the passing requirements, the student's work demonstrated a consistently high level of performance on most criteria for assessment.
C	Credit	In addition to the passing requirements, the student's work demonstrated a sound level of performance on the criteria for assessment.
P	Pass	The student's work demonstrated a satisfactory level of performance on the criteria for assessment.
PC	Conceded Pass	The Ratification Committee has conceded a pass for the unit even though the student's percentage mark is less than the deemed pass mark for the unit.
MN	Marginal Fail	The student's work marginally failed to demonstrate a satisfactory level on the criteria for assessment, but nevertheless shows potential for improvement.
N	Fail	The student's work demonstrated serious failure to achieve a satisfactory performance on the criteria for assessment.

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XN	Non-assessed Fail	The student did not complete any assessed work.
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CODES FOR UNITS WITH UNGRADED ASSESSMENT:

Code	Grade	Description
S	Ungraded pass	The student has completed work that meets all the requirements and level of performance as prescribed.
UN	Ungraded fail	The student has failed to complete work that meets all the requirements and/or level of performance as required

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Page 12 of 21



CODES FOR INCOMPLETE ASSESSMENT:

Code	Grade	Description
AD	Assessment deferred – up to 3 months	Final assessment deferred up to 3 months with the written approval of the Head of School, otherwise the assessment lapses to a fail.
TD	Assessment deferred – up to 12 months	Final assessment deferred up to 12 months with the written approval of the Head of School, otherwise the assessment lapses to a fail. In exceptional circumstances the Head may approve an extension beyond 12 months
ZN	Supplementary assessment to be completed	Final assessment deferred to enable within one month completion of supplementary tasks within 1 month.

CODES FOR ADMINISTRATIVE PURPOSES WHICH DO NOT APPEAR IN RECORDS OF RESULTS:

Code	Grade	Description
W	Withdrawn	Withdrawn without academic penalty.
TC	Ungraded Credit Transfer	Unit exemption on the basis of approved credit.
WN	Applied for Late Withdrawal	Withdrawn after the stipulated withdrawal cut-off date.
O	Ongoing	The work is ongoing.
R	Re-assessable Fail	Re-assessable fail (with the provision for further Assignment or other work), which must be Converted to P or F

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The Schedule- Examination Rules

1. Timing of examinations

- 1.1. The official examination period following each teaching period is normally published in the annual MIT academic calendar. Students are responsible for checking the commencement time of their examinations via the timetable, or with the school. The examination commencement time normally indicates the start of the official 15 minute reading time (where that applies).
- 1.2. Arrangements may be made for the conduct of supplementary, deferred and other examinations outside the official examination period by schools and the Academic Registrar.

2. Reading time

- 2.1. Where reading time applies, students will be given a 15 minute reading time at the start session.
- 2.2. Students are not permitted to write in the examination script books, mark in any way any of the examination materials, read any other text other than the examination paper or do any calculations during reading time.

3. Responsibilities of students at examination rooms

3.1. Examination timetables

- 3.1.1. It is the responsibility of students to be available to attend all of their scheduled examinations and it is recommended that students arrive at least 20 minutes before the published examination commencement time.
- 3.1.2. Students are not permitted to sit an examination for a unit in which they are not legitimately enrolled. Where this does occur a student will not be given a grade in such examination.
- 3.1.3. Students are responsible for knowing their examination times and locations and for arranging their own transport to the room.

3.2. Examination schedule clash:

Where a student has two or more exams scheduled at the same time it is their responsibility to:

- report the clash to Student Administration immediately;
- check their student email account regularly before the commencement of the examination period to ascertain arrangements for clash exams, and

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- report to the examination room as advised.

3.3. Conditions of entry into examination rooms

3.3.1. All persons entering an examination room become subject to the authority of the examination supervisors.

3.3.2. Students must comply with all directions given by the examination supervisors, set out on the examination paper, or displayed in the examination room.

3.4. Examination rooms – entry and departure

3.4.1. Students should arrive at the examination room no less than 20 minutes before the published commencement time of the examination.

3.4.2. Where the examination is of two hours duration or more, students will be allowed to enter the examination room up to 30 minutes after the published commencement time of the examination. No additional time will be granted, however. 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 assessment.

3.4.3. Students will not normally be permitted to leave the examination room within the first 30 minutes from the published commencement time of the examination.

3.4.4. Where a student needs to leave the examination room after the first 30 minutes from the published commencement time of the examination they must remain seated and silent and raise their hand to gain the attention of the examination supervisor.

3.4.5. Students will not be permitted to re-enter the examination room after leaving it, unless they have been under approved supervision during the period of leave.

3.4.6. Students will not normally be permitted to leave the examination room during the last 10 minutes of the examination.

3.4.7. Students will leave examination rooms and surrounding areas immediately and quietly, and in consideration of others. Students may not linger around examination room entrance and exit points.

3.5. Student Identification

3.5.1. Students must bring their MIT student identity card to the examination room and clearly display it on their examination desk. Attendance slips must be completed at the commencement of each examination undertaken.

3.5.2. Students who do not have a MIT student identity card must display other photographic evidence of identity such as a current driver's license or passport.

3.5.3. Students who have no evidence of identity acceptable to the examination supervisor will be permitted to sit the exam and the examination supervisor will escort them to the Student Administration at the termination of the examination in order to verify identity.

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3.6. Rules to be observed during the examination

3.6.1. Students must:

- sit at their allocated desks;
- comply with all instructions of the examination supervisors;
- remain seated at the conclusion of the examination until all papers have been collected and permission to leave is given by the examination supervisor;
- hand in all examination script book/s with their name and student number written on each one, even if the book/s have not been used. Examination script book/s must be submitted intact. No part of an examination script book may be defaced, removed or destroyed.

3.6.2. Students are not permitted to:

- communicate with any other candidate, either verbally, in writing or via any electronic or other means;
- write during reading time or after instructed to put pens down at the end of the allocated time;
- enter the examination room after the first 30 minutes from the published examination commencement time;
- leave the examination room within the first 30 minutes of the published examination commencement time (inclusive of reading time);
- leave the examination in the last 10 minutes;
- leave the examination room temporarily unless escorted by an examination supervisor;
- remove examination script book/s or other paper from the examination, unless the examination paper states they can be removed from the examination room;
- cheat, attempt to cheat, or knowingly assist another student to cheat.

3.6.3. The head examination supervisor is responsible for issuing the following instructions to students at the appropriate times- 'Commence reading/No writing'; 'Commence writing'; 'Ten minutes writing left'; and 'Cease writing'. Without express permission of an examination supervisor no writing of any description may be done after the signal to cease writing.

3.7. Taking items into an examination

3.7.1. Possession of unauthorised materials in an exam is misconduct. Any material or item on a student's desk, chair or person will be deemed to be in that student's possession.

3.7.2. Students are permitted, however, to bring personal items and study material into the room provided they are placed in a closed bag under the desk or as directed by the

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examination supervisor. The bag must be capable of closing completely to conceal the entire contents to the satisfaction of the examination supervisor. If a student does not have a bag in which to place items, the examination supervisor will hold the items until the student has completed the examination.

- 3.7.3. All electronic devices (other than calculators, where permitted) must be switched off and completely concealed in a closed bag/envelope under the desk or as directed by the examination supervisor.
 - 3.7.4. Students must bring their own calculators, pens, pencils, rulers and erasers with them to their exam.
 - 3.7.5. Students are to use a blue and/or black pen when writing. Pencils are not permitted unless indicated on the examination cover sheet.
 - 3.7.6. Students should ascertain from their lecturer and the unit guide in advance what material will be authorised for the exam. During an exam, students must not have in their open possession, book/s, notes, paper, calculator, computer, or other electronic devices, pencil case, mobile phone or other material/items which are not authorised for the exam or specifically permitted and described on the examination cover sheet.
 - 3.7.7. Any items specified as being allowed in the examination and prescribed on the examination coversheet must not be enhanced or tampered with in any way that provides an additional advantage to the student or any other student.
 - 3.7.8. English language dictionaries are not permitted in an examination unless specified on the examination cover sheet.
 - 3.7.9. Hard copy bilingual dictionaries (direct translation only) are only permitted where authorised for the exam or specifically permitted and described on the examination cover sheet. The dictionary must not contain any notations or be otherwise tampered with in any way.
 - 3.7.10. The Institute is not liable for any loss or damage to a student's personal item/s during the course of an examination.
 - 3.7.11. Students are entitled to bring non-carbonated drinking water into the examination provided it is in a clear plastic drink bottle with any labels removed.
- 3.8. Emergency procedure during examinations
- In the event of an emergency during an examination students must comply with the instructions of the examination supervisor or staff. Even if evacuation occurs students will still be subject to examination conditions until such time as the examination supervisor formally dismisses them.

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4. Misconduct during an examination

4.1. Misconduct during an examination may constitute academic misconduct and will be managed in accordance with the Plagiarism and Academic Misconduct Policy and Procedure. Academic misconduct may still be deemed to have occurred even if it cannot be demonstrated that the student gained an advantage from the misconduct.

4.2. Academic Misconduct of a student includes, but is not limited to:

- representing themselves as another student in an examination;
- allowing themselves to be represented by any person in an examination;
- having unauthorised material or items on desks or on their person in the examination room;
- using, or attempting to use, unauthorised material or items during the examination;
- copying from the script of another student during the examination;
- receiving help from another person during the examination;
- giving help to another person during the examination;
- acting dishonestly in any way, whether before, during or after the examination, so as to obtain, or assist another student to obtain, an unfair advantage in the examination;
- breaching examination rules.

4.3. Reporting Academic Misconduct

If a supervisor of an examination believes that a student has committed an act of misconduct the supervisor will:

- immediately report the act of academic misconduct to the officer in charge of examinations;
- at the conclusion of the examination, inform the student that he or she has been reported for an alleged act of academic misconduct and take a statement from the student in relation to the alleged academic misconduct, which may be used in the determination of any complaint made under the Plagiarism and Academic Misconduct Policy and Procedure; and
- report the alleged academic misconduct by making a written complaint, within three days of the act, to the student's Head of School.

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Schedule 3: Final Examination Grade Review

Definitions

Term	Definition
final examination grade	is the final examination grade at the end of a teaching period, and includes projects where there are no final examinations for the unit.
Re-mark	the process by which a piece of assessed work is considered by an academic staff member other than the original marker to determine whether the original result should stand or be amended.
Review	the process by which a piece of assessed work is considered again by the original marker to confirm whether the original result was correct.

- 1.1. All higher education students have the right to request a review of their final examination grade, provided it is physically able to be reviewed or remarked (e.g. they do not apply to or in a clinical or practical setting) and is in accordance with this Schedule.
- 1.2. Except where there are extenuating circumstances, the request for a review must be made within three working days:
 - of the release of the result for the individual final examination grade; or
 - within three working days of the release of the final results in the unit.
- 1.3. Students who are unsatisfied with the result of a review may request a re-mark.
- 1.4. A student may have no more than one review and one re-mark of any individual final examination grade.

2. Process

- 2.1. A student may request a review of their final examination grade by first asking the original marker of the final examination to review their work with them. The review should take

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Review Date:	23 November 2028
	Page 19 of 21



place within twenty working days of the publication of the result for the task or, in the case of a final examination, for the unit.

- 2.2. The marker will discuss the student's performance in the assessment task with reference to the grading criteria and will also check that the result has been calculated correctly, but will not re- mark the work.
- 2.3. Where a student is not satisfied with the response under 2.2, the student has a further three working days to apply in writing to the relevant Head of School or delegate for a re-mark of the final examination.
- 2.4. If the Head of School is the original marker of the grade, the Head will delegate resolution of the matter to a senior colleague.
- 2.5. The application for a re-mark must:
 - be accompanied by a Remark fee of \$50 which will be refunded where the re-mark results in an altered final pass or higher grade;
 - include evidence that the final examination has been reviewed by the original marker;
 - report the result of the review;
 - explain the grounds on which the re-mark is sought and provide evidence to support the grounds claimed.
- 2.6. The only grounds for a remark of the original grade under 2.5 are that the assessment:
 - was biased; or
 - it failed to follow the published assessment criteria or grading scheme for the final examination grade; and/or
 - there was an error in marking or in recording the final examination grade.
- 2.7. The Head of School or delegated senior colleague (appointed under clause 2.4) may dismiss a request for a remark if they believe the case for remarking has not been made. A written response must be provided to the student informing the student that a case has not been made and the final examination will not be remarked. The student may, within 10 working days of notification of the decision, appeal the decision under the Academic Appeals Policy and Procedure where there is:
 - procedural irregularity in the recommending and/or making of the decision appealed against;
 - new evidence not known to the student at the date of the decision being appealed which becomes apparent since the date of that decision.
- 2.8. If the Head of School or delegated senior colleague believes a case for remarking has been made, they must appoint a second marker who will make an independent assessment of the work.

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- 2.9. The second marker, where possible, will mark the work 'blind' to the reason for the remark and the author. If the specific field of study limits the number of suitable second markers the best fit for an appropriate assessor will be used.
- 2.10. The second marker will remark the final examination and will make a recommendation to the Head of School as to whether the final examination grade should be altered and, if so, they will recommend a grade.
- 2.11. Where the Head of School receives a recommendation from the second marker, the Head of School will make a decision to alter or not to alter the grade, taking into account any general adjustments to grades for the unit assessment made as part of the moderation process or in accordance with grading distribution guidelines. In the event of a discrepancy of 10% or greater between the original grade and the re- mark, the Head of School will make the final decision, in consultation with the Executive Dean.
- 2.12. Where the re-marker grades the work lower than the original assessor, the re-markers assessment will stand. Where the re- marker grades the work higher than the original assessor, the re-markers assessment will stand.
- 2.13. The staff member responsible for arranging the re-mark will advise the student of the outcome, including reasons for the decision, within ten working days of the decision of the re- marker.

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Page 21 of 21