

Assessment Policy

Approving authority	Academic Committee
Approval date	14 March 2019 (1/2019 meeting) For implementation in Trimester 3, 2018
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Next scheduled review	2024
Document URL	http://policies.griffith.edu.au/pdf/Assessment Policy.pdf
TRIM document	2019/1002025
Description	This policy specifies the University's assessment philosophy and the general principles that guide the University's assessment practices in all courses regardless of campus, location, mode of offer and learning mode.

Related documents

[Assessment Submission and Return Procedures](#)

[Assessment Types in Use at Griffith University](#)

[Reasonable Adjustments for Assessment - Students with Disabilities](#)

[Conflict of Interest Policy](#)

[End of Trimester Centrally Administered Examination Policy and Procedures](#)

[Governance of Assessment and Academic Achievement Standards](#)

[Group Assessment, Self-Assessment and Peer Assessment Marking Guidelines](#)

[Student Academic Misconduct Policy](#)

[Student Review and Appeals Policy](#)

[Student Review and Appeals Procedures](#)

[Review of Decision Form](#)

[Institutional Framework for Promoting Academic Integrity among Students](#)

[Standards for First Year Assessment](#)

[Quality Matters Higher Education Standards](#)

[Academic Misconduct Policy - Higher Degree Research Candidates](#)

[Proctoring of Examinations Policy](#)

[Calculation of Grade Point Average](#)

[Role Statement Course Convenor](#)

[Role Statement Program Director](#)

[\[Philosophy of Assessment\]](#) [\[Roles\]](#) [\[The Assessment Plan for a Course\]](#) [\[Moderation Processes\]](#) [\[Responsibilities of Examiners and Course Convenors\]](#) [\[Award of Overall Grades\]](#) [\[Reassessment\]](#) [\[Supplementary Assessment\]](#) [\[Special Consideration and Deferred Assessment\]](#) [\[Conduct of Students in Proctored Examinations\]](#) [\[Cheating, Plagiarism\]](#) [\[Notification of Marks and Grades\]](#) [\[Review and Appeal of Final Grade\]](#) [\[Disposal of Assessment Material\]](#)

1. PHILOSOPHY OF ASSESSMENT

Assessment is the process of forming a judgment about the quality and extent of student achievement or performance, and therefore by inference a judgment about the learning itself. Assessment inevitably shapes the learning that takes place; that is, what students learn and how they learn it should reflect closely the purposes and aims of the course of study.

The aims of assessment include:

- improving the quality of the curriculum (courses and programs);
- evaluating the effectiveness of the teaching process and facilitating continuing improvement;
- improving and promoting subsequent learning through feedback that is clear, informative, timely and relevant;
- formally certifying achievements for external audiences; and
- accountability to the University, accrediting bodies, employers and the wider community.

Assessment methods may take a variety of forms: the key criterion for choice among methods should be appropriateness to the learning outcomes. Assessment should be criteria based rather than norm referenced, and may include individual or collaborative achievement or both. The requirements for learner success should be made clear, and the overall strategy should be to develop in students the ability to evaluate the quality of their own work in order to equip them to function as professionals with a commitment to life-long learning.

Assessment practices within the University are based on the general principles of criteria based assessment. These are that the desired learning outcomes for a course of study are clearly specified; assessment tasks are designed to indicate progress towards the desired learning outcomes; and the assessment grade is a measure of the extent to which the learning outcomes have been achieved. The standard of performance that is required for the award of a particular grade is a judgment that is based on the professional expertise of the various staff who contribute to the assessment process and is informed by experience with accepted standards, including, where appropriate, standards in other institutions. There is no pre-determined distribution of grades as the outcome of assessing a group of students.

Assessment of student learning is facilitated by systems using technology for the purpose of constructing, delivering, storing, comparing and reporting student assessment tasks, responses, grades and feedback. Such systems are used to diversify the types of assessment tasks, broaden the range of skills assessed, assure comparability of assessment standards and consistency in achievement outcomes and provide students with more timely and informative feedback on their progress. Technology may also facilitate the timely and efficient administration of student applications and decisions relating to assessment.

2. ROLES

Refer to the University's *Governance of Assessment and Academic Achievement Standards* procedure.

3. THE ASSESSMENT PLAN FOR A COURSE

Student learning is gradual and cumulative, with qualitative changes taking place throughout the process. For this reason, the assessment plan for a course should enable the teaching staff to engage in both formative and summative assessment. Academic staff responsible for a course exercise their professional judgement in using a variety of assessment methods that are relevant, valid, fair and appropriate to the aims and objectives of the course. Convenors of first year undergraduate courses and Program Directors are to be guided in the development of assessment plans and the management of assessment tasks by the Standards for First Year Assessment.

3.1 Assessment Methods, Types and Tasks

There are four methods of assessment commonly used at the University and five broad assessment types:

- Examinations: selected and /or constructed response, practical and oral examinations;
- Assignments: written, planning, problem-solving, reports, research-based, practice-based;
- Assessment based on observation or record of practice;
- Assessment based on performance, presentation, creation or discussion; and
- Assessment based on research (e.g. theses).

Within each broad assessment type a number of detailed assessment types are used in course assessment plans and these are specified in *Assessment Types in Use at Griffith University*. A range of assessment types are to be used in a course's assessment plan to assess the range of course and program learning outcomes. A number of assessment types may be integrated into a single assessment task or each assessment task may be representative of a single assessment type.

Assessment tasks are to be equivalent when the course is offered on more than one campus or in more than one learning mode (such as in person, print materials, in field and online). Equivalence does not require the tasks to be identical, they may be adapted to suit the needs of campuses or modes of study, but they are required to be similar in complexity and nature, and assess the intended learning outcomes of the course.

The assessment plan for a course in the Course Profile provides a summary of both formative and summative assessment tasks in the course, including the assessment type, number, weighting, the due date, the assessment and marking criteria for each item of assessment. No course grade is to be determined solely by using a single summative item or a single form of assessment. A dissertation, or other large forms of assessment (e.g. designs and inquiry based projects), are considered to be equivalent to multiple forms of assessment, however, large items of summative assessment should incorporate interim formative assessment opportunities. Assessment should normally be spread across the teaching period, to provide time for students to respond to feedback from early assessment items. This is essential in first year undergraduate courses.

The assessment plan also specifies how individual assessment tasks are to be conducted for example in person in a designated examination centre or facilitated through information and communication technologies (ICT). Assessment plays a central role in student learning whatever the type or mode and the relationship between the purpose of the assessment tasks and the intended learning outcomes of the course is to be clearly outlined in the assessment plan.

Examinations for summative purposes are to be proctored in accordance with the *Proctoring of Examinations Policy*. Tests or quizzes may be administered regularly throughout the course for formative purposes to provide students with practice and feedback on their learning or used summatively to contribute a small percentage towards the final grade. These may not require supervision by teaching staff or a proctor. Tests or quizzes that are not proctored shall contribute no more in total than 20% of the marks towards the final grade.

3.2 Approval of the Assessment Plan

The assessment plan for a course is documented in the submission for approval of the course (the Course Profile). In approving the course for offer, the relevant Dean (Learning and Teaching) shall have regard to the relationship between the assessment methods, assessment tasks and the learning outcomes expected for the course.

3.3 Choice of Assessment Tasks

Where considered to be appropriate, students may be offered a choice of assessment tasks from a specified range. The range of assessment tasks shall be specified in the Course Profile. In such cases the assessment requirements should be discussed with students. The assessment tasks for each student should be negotiated between the lecturer and the student and, as soon as is practicable, should be documented in the form of a contract between the lecturer and the student as to the assessment tasks to be performed and the expected learning outcomes for the course.

3.4 Changes to the Assessment Plan

Proposals to alter the assessment plan of a course should be made to the Dean (Learning and Teaching) prior to the next scheduled offering of the course by the academic staff responsible for teaching the course by lodging a revised Course Profile. The Dean (Learning and Teaching) shall determine whether the proposed revised assessment plan is consistent with the originally approved assessment plan in its relationship to learning outcomes and its overall demands on the students.

3.5 Advice to Students

The Course Convenor is required to provide all students with the approved Course Profile which states the assessment plan for the course, including the due dates of assessment tasks, the

maximum period an extension of time will be granted for each non-examination assessment task and relevant characteristics such as word lengths for essays or duration for examinations. The Course Profile must state the criteria against which individual assessment tasks are judged and their relative weighting. The Course Profile must also indicate the way in which the assessment of individual assessment tasks is combined to give an overall grade.

The Course Profile is normally provided to students on the University's web site, in which case the Course Convenor should ensure that all students are advised of the location of the Course Profile at the commencement of the course.

3.6 Responsibility of Students to Ascertain the Assessment Plan

Where a student enrolls in a course after the commencement of teaching or for whatever reason is not present when students are given information concerning the assessment plan of the course, it is the student's responsibility to ascertain the information from the Course Convenor.

3.7 Change of Assessment Plan During a Trimester/Teaching Period

In exceptional cases, the Dean (Learning and Teaching), on the advice of the Course Convenor, may approve a variation of detail in the assessment plan of a course, providing any such variation maintains the relationship between the assessment methods and the learning outcomes expected for the course. Notification of the change to the assessment plan must be provided to students in written and/or electronic form. In giving approval for the change, the Dean must be satisfied that students are not disadvantaged by the change or the timing of the change.

4. MODERATION PROCESSES

Consensus moderation processes are used to develop a common disciplinary understanding of the course standards that underpin comparability and ensure consistency of marking. One or more of the following approaches to moderation are conducted every time a course is offered:

- **Course level planning** e.g. self and peers (internal or external to the course) review the assessment plan to ensure the assessment regime and tasks are appropriate to the learning outcomes of the course ([Refer Section 3.2](#)).
- **Individual student work** e.g. examiners (internal or external to the course) develop and use marking guides/rubrics specifying predetermined criteria so the bases for marking are consistent and communicated to both students and examiners.
- **Recommended course grades** e.g. examiners (internal or external to the course) review assessment exemplars across different grades at the end of a course to assure consistency of assessment judgements.
- **Course standards over time** e.g. examiners (internal or external to the course) review assessment exemplars and marks awarded to current students with those awarded for comparable exemplars from previous course offerings.
- **Cognate courses** e.g. Griffith colleagues, colleagues external to the University or through professional accreditation processes, review marks and/or grades awarded to assessment exemplars to assure comparability of course standards within the degree program, across the qualification level and across like programs offered by other providers.

The Course Convenor documents the moderation process with the teaching team, in conjunction with the recommended grades, for consideration by the School Assessment Board.

5. RESPONSIBILITIES OF EXAMINERS AND COURSE CONVENORS

Course Convenors are responsible for conveying to students clear advice about the aims and objectives of the course, the assessment requirements, the relationship between the assessment methods and the expected learning outcomes, the criteria against which individual assessment tasks are judged and their relative weight.

Examiners are required to provide feedback to students on their performance in assessment tasks conducted during the trimester/teaching period. Examiners should give guidance to students and comment on work presented for assessment during the trimester/teaching period by written comments or other suitable means. Examiners should be prepared to discuss with students their performance in an examination. For courses, in which there is an end of trimester exam, students may, within 10 working days of being notified of their marks through 'My Marks' on Learning@Griffith, on request and under supervision of the Course Convenor, peruse their marked end of trimester examination paper.

For online courses, proctors, examiners and course convenors are to take reasonable steps to satisfy themselves that the identity of the person completing the assessment task is the student enrolled in the course. Students enrolled in online courses may at the request of a proctor, examiner or course convenor be required to comply with one or more of the following:

- Provide certified or government issued photo identification e.g. drivers licence, proof of age card.
- Biometric photo capture and biometric keystrokes for third party internet based proctoring technology.

Where an online course does not have access to the internet-based proctoring service, examinations are to be proctored at an examination venue.

Regardless of whether the proctor for an examination is a University staff member, a postgraduate student, or a paid proctor, the Course Convenor or nominee must be present in the examination room 15 minutes prior to the commencement of the examination and for the first 15 minutes of the examination, except where the examination is conducted at a remote location. In this case, the Course Convenor or nominee must be available by telephone for the period 15 minutes prior to the commencement of the examination and for the first 15 minutes of the examination.

It is desirable that the Course Convenor be able to be contacted by telephone throughout the duration of the examination.

In those courses where the University provides an internet-based proctoring service the Course Convenor shall provide instructions for the conduct of examination to the internet-based proctoring service and in those instructions the Course Convenor is required to advise how they may be contacted during the course of the exam.

In a team teaching situation where different examiners contribute to assessment in a course, the Course Convenor is responsible for ensuring that appropriate moderation processes are in place.

The Course Convenor is responsible for confirming there is no error in the aggregation of student marks and recommends grades to the School Assessment Board.

The Course Convenor is responsible for ensuring that a final grade is recommended for all students enrolled in the course. The final grade is required to be recommended by August 31 in the case of grades applicable to trimester 1, and March 31 in the following year in the case of grades applicable to trimester 2 and April 15 in the case of grades applicable to trimester 3.

6. AWARD OF OVERALL GRADES

During the trimester/teaching period, individual examiners communicate their evaluations of individual assessment tasks to students with reference to the criteria against which performance has been assessed. A mark is an indicator of the standard of the students' academic achievement in an individual assessment task.

The use of the grading nomenclature (4, 5, 6 & 7 etc.) in evaluating individual assessment tasks is not permitted since this may curtail the ability of the School Assessment Board to vary grade cut-offs.

A grade is the result that students receive in a course through the process of aggregating and weighting the marks achieved in individual assessment tasks. The overall grade is awarded by the relevant Dean (Learning and Teaching), and signifies the student's overall performance in the course.

Students' grades in courses are recorded using the following:

7 - High Distinction - Student demonstrated an *exceptionally* high quality of performance or standard of learning achievement.

6 - *Distinction* - Student demonstrated a high quality of performance or standard of learning achievement.

5 - *Credit* - Student demonstrated a good quality of performance or standard of learning achievement.

4 - *Pass* - Student demonstrated a satisfactory quality of performance or standard of learning achievement.

3 - *Fail* - Student demonstrated an unsatisfactory quality of performance or standard of learning achievement. There was evidence of achievement of desired learning outcomes close to the passing standard but insufficient to pass.

2 - *Fail* - Student demonstrated an unsatisfactory quality of performance or standard of learning achievement. There was evidence of achievement of desired learning outcomes below the passing standard.

1- *Fail* - Student demonstrated an unsatisfactory quality of performance or standard of learning achievement. There was evidence of achievement of desired learning outcomes significantly below the passing standard.

Students' grades in courses may also be recorded using the *Non-graded Pass (NGP)* grading basis of Pass/Not Pass where successful completion of a course is assessed on a pass/fail basis.

Other grades that may be awarded are:

- Fail No Assessment Submitted (FNS) - Did not present any work for assessment, to be counted as failure:
- Withdraw with failure (WF) - Cancelled enrolment in the course after the final date for withdrawal without failure (Refer *Student Administration Policy*, Section 7):
- Withdraw (W) - The student has withdrawn from the course. This is NOT counted as failure and appears beside the course on the academic record when the withdrawal from the course is processed administratively after the last date to drop a course without being liable for fees, up until the final date for withdrawal without failure.

6.1 Marks and Grade Cut-Offs

Course Convenors and examiners are not required to include marks as part of their recommended grade, with the exception of Honours Dissertation courses where percentage marks are required to be awarded as these are used as the basis of the Honours classification. Where marks are allocated to individual assessment tasks in order to facilitate the combination of the assessment of individual tasks to arrive at an overall grade, the Course Convenor recommends the "Grade Cut-offs" as the manner of recommending the students' grades. The School Assessment Board may vary the grade cut-offs and therefore the grades recommended by the Course Convenor. Where the grade cut-offs and/or grades are varied by the School Assessment Board, the Course Convenor will be consulted and involved in the decision.

Because grade cut-offs may be varied from the standard grade cut-offs by the School Assessment Board, students must not be advised that a course will have pre-determined grade cut-offs.

7. REASSESSMENT

For the purpose of academic recovery a course may specify in the Assessment Plan opportunities for failed assessment tasks to be resubmitted or re-attempted, collectively these two terms are referred to as reassessment. The opportunity to resubmit an individual assessment task/s or re-attempt assessment is determined by the Course Convenor in consultation with the Program Director. Only one opportunity to resubmit the assessment task or re-attempt assessment is to be awarded.

Resubmission is where a student is permitted to make substantial changes to a nominated assessment task which they have failed, within a specified timeframe for re-examination by the original examiner to achieve a mark no greater than the minimum for a pass standard for the assessment task. The student has five working days from return of the assessment task to resubmit for re-examination. Resubmission is not to be offered for research projects or dissertations.

Re-attempt is where a student is given a second opportunity to demonstrate their achievement of one or more of the course's key learning outcomes before they can progress to new learning, or participate in subsequent learning activities. A student who is given the opportunity to re-attempt assessment may achieve a mark no greater than the minimum for a pass standard for the assessment.

The Course Profile is to specify the assessment tasks for which resubmission may be available or key course learning outcomes if failed which warrant a re-attempt, and the conditions under which the Course Convenor may ask for the task to be resubmitted or re-attempted. The Course Convenor, following consultation with the Program Director, is responsible for awarding students the opportunity to resubmit or re-attempt assessment and advises the student of the decision on return of the assessment, the fail mark and feedback.

8. SUPPLEMENTARY ASSESSMENT

Supplementary assessment is a new item of assessment designed to provide the students with additional time for private study followed by the opportunity to demonstrate successful achievement of the major learning outcomes of the course.

Supplementary assessment is not available in programs where the program requirements indicate that no supplementary assessment may be granted. For courses where supplementary assessment is not available the Course Convenor must identify this clearly in the course profile. For courses in which supplementary assessment is available the Course Profile is to state that a Pass mark must be achieved in the supplementary assessment item or exam to achieve the grade of 4.

Supplementary assessment may be awarded by the Dean (Learning and Teaching) or their delegate, to a student, who having submitted all the assessment requirements of the course:

- receives a grade of 3 in a course; or
- achieves an overall percentage equivalent to the grade of 3 or higher but has not achieved a pass or required minimum mark in one or more mandatory pass components of the course.

The award of supplementary assessment is the decision of the Dean (Learning and Teaching) or their delegate on the basis of the above conditions. A student is allowed only one attempt at each supplementary assessment item. Students awarded a deferred examination are not eligible for a supplementary examination as a significant concession has already been provided in the granting of a deferred examination.

The supplementary assessment item is limited to an assessment component or components that have been failed (including mandatory pass components). The supplementary assessment item is to assure achievement of the same areas of skill and depth of knowledge as the original assessment item/s to determine that the student would be worthy of a pass mark. The supplementary assessment item is not required to take the same form as the original assessment item. The supplementary assessment item is to be new and substantially different in its detail from the original (e.g. use different exam questions). To achieve a Pass grade for the course a pass mark for the supplementary assessment item must be achieved.

A student who gains a Pass mark for the supplementary assessment item is awarded a grade for the course no higher than 4. Where a Pass mark is not achieved for the supplementary assessment item the original grade of 3 for the course will remain, with the exception of courses using the MED grading basis where a non-graded fail (NGF) is awarded.

Pending the notification of the result achieved in supplementary assessment tasks or examinations, the student's academic record shall show, for each course in which a supplementary assessment item is being attempted, the code SUP (central supplementary examination) or SSP (school based supplementary assessment/exam), with the exception of courses using the MED grading basis.

Students awarded a central supplementary exam (SUP) shall receive email notification from Exams and Timetabling in Student Administration. As a general rule, central supplementary examinations (SUP) are held in the designated deferred/supplementary examination periods as advised on the University's academic calendar. For this reason the same examination paper shall be used for students awarded either a deferred or supplementary examination in a particular course. The end of trimester examination paper cannot be used for either a deferred or supplementary examination.

Students awarded another form of supplementary assessment (SSP) or a school-based supplementary exam (SSP) shall receive notification of the form and timing of the supplementary assessment item from the School.

9. SPECIAL CONSIDERATION AND DEFERRED ASSESSMENT

9.1 Special Consideration

The Course Convenor may extend special consideration to a student in their course and in respect of any assessment item in that course.

9.1.1 Students may apply for special consideration if:

- their performance in an assessment item was seriously affected, or
- they were seriously disadvantaged when the assessment item was attempted,

on the grounds of illness, accident, disability, bereavement or other compassionate circumstances.

An application for special consideration for an assessment item or examination is applicable only where an assessment item has been submitted, or an examination has been attended. Where the student is unable to attempt the assessment item or examination, the student may apply for deferred assessment ([Refer Section 9.3](#)) or an extension of time to submit an assignment (refer to Section 3.8 in *Assessment Submission and Return Procedures*).

9.1.2 Requests for special consideration must be submitted online and accompanied by appropriate documentary evidence ([Refer Section 9.4](#)).

Requests for special consideration for an assessment item e.g. examination or assignment must be submitted online no later than three working days after the date of the examination or due date of the assessment item. Requests for special consideration in respect of performance across all assessment tasks in a course must be submitted online no later than three working days after the date of the final examination or assessment item.

A request by a student to withdraw an application for special consideration must be made in writing prior to a decision being made on the application. The Course Convenor shall decide whether to allow the student's withdrawal of the application for special consideration. An application shall not be considered as withdrawn until the Course Convenor has deemed it to be withdrawn and as a result is no longer in a position to make a decision about extending special consideration to the student.

9.1.3 Form of Special Consideration

In response to an application for special consideration, the Course Convenor may take one or more of the following options:

- take no action;
- provide for an extension of time in which to complete an assessment item in accordance with Section 3.8 in *Assessment Submission and Return Procedures* ;
- recommend a final grade on the basis of the student's performance across the course;
- provide another assessment task, either:
 - an alternative assessment task – one that provides an opportunity for the student to demonstrate learning outcomes similar to those related to the original assessment task; for example, an oral examination may take the place of a written examination. OR
 - a replacement assessment task - one that resembles as closely as possible the original assessment item and carries the same percentage of total weighting for the course;

- recommend to the Director, Student Administration that the student be granted withdrawal without failure on compassionate grounds.

9.2 Submission of Assessment Tasks - Extensions and Penalties

Where the student is unable to attempt an assessment task, which is not an exam, the student may apply to the Course Convenor for an extension of time to submit the assessment task. Refer to Sections 3.8 and 3.9 of the University's *Assessment Submission and Return Procedures*.

9.3 Deferred Assessment

9.3.1 Students may apply for deferred assessment if they were prevented from attempting an assessment item that is not an assignment, such as an examination, test, seminar presentation, performance or workplace based assessment. The following would generally be considered acceptable grounds to approve a deferred assessment:

- on the grounds of illness;
- accident;
- temporary disability;
- bereavement;
- sporting or cultural commitment at state, national or international representative level. Students applying for a deferred examination for this reason may also apply for an alternate sitting (refer to *End of Trimester Examinations Policy and Procedures*, Section 12.0);
- or other compassionate circumstances (for example, death of a family member or close relative, serious illness of a family member or close relative, involvement in an accident where this does not involve injury, significant and unexpected employment problems or pressures, significant relationship problems).

Approval for deferred assessment will not be granted where students could reasonably have been expected to avoid the circumstances that prevented them from attempting the assessment. The following would generally be considered unacceptable grounds to approve deferred assessment:

- applications submitted after the three working days deadline ([Refer Section 9.3.2](#));
- holiday arrangements, including for international travel. Booking a plane ticket prior to the end of trimester examination period is not considered an adequate reason for a deferred examination;
- sporting or cultural commitment, other than at state, national or international representative level;
- misreading an examination timetable.

Where a student is prevented from attending an examination for other reasons that are specified in the *End of Trimester Examinations Policy and Procedures* the student may apply for an alternative sitting.

9.3.2 Requests for deferred assessment must be submitted online and accompanied by appropriate documentary evidence ([Refer Section 9.4](#)). Requests for deferred assessment must be submitted online no later than three working days after the date pertinent to the assessment item.

9.3.3 Approval of Deferred Assessment

Applications for deferred examinations for central and end of trimester examinations shall be considered by the Senior Manager, Examinations and Timetabling or nominee who approves or rejects the application.

Application for all other deferred examinations, including school-based examinations, shall be considered by the Course Convenor who approves or rejects the application.

9.3.4 Form of Deferred Assessment

Where the Course Convenor grants a student deferred assessment, this normally takes the form of a replacement assessment item or examination, in which case, the replacement assessment item should resemble as closely as possible the original assessment item or examination and should carry the same percentage of total weighting for the course.

In exceptional cases, the Course Convenor may respond to an application for deferred assessment by giving special consideration through one or more of the actions described in [9.1.3](#).

- 9.3.5 A student who is granted deferred assessment in a course is eligible for the full range of grades available for that course.

9.4 Documentation required to support an Application for Special Consideration, Extension or Deferred Assessment.

- 9.4.1 Students applying for deferred assessment, an extension to submit an assessment item or special consideration on medical grounds must submit a medical certificate which has been obtained during an in-person medical consultation only. The medical certificate signed by a registered medical or dental practitioner, is to cover the date the assessment was due or the exam scheduled, and be issued no later than three working days after the date of the assessment stating

- i. the date on which the practitioner examined the student; and
- ii. in their professional opinion, the student was "not fit for duty" or was suffering from "a medical condition" or was "unfit to sit the examination on the relevant day".

- 9.4.2 Students applying for Special Consideration, Extension or Deferred Assessment on other grounds must submit suitable documentary evidence, such as a bereavement notice, letter from employer, practitioner or professional, statutory declaration, copy of accident report. In all cases the documentation is to contain the name, date and contact details of the person providing the evidence.

- 9.4.3 Following submission of a completed application for Special Consideration, Extension of time or Deferred Assessment and its consideration by the approving authority the student will be notified of the outcome. The method used to notify the student depends on the type of application submitted.

- 9.4.4 Students who feel that their case for Special Consideration, or Deferred Assessment has been wrongly dismissed by the Course Convenor or Senior Manager, Examinations and Timetabling or nominee may seek a review of that decision within 10 working days of notification to the Chair, School Assessment Board as specified in the *Student Review and Appeals Policy* and *Student Review and Appeals Procedures*. Students should first contact the decision-maker to ensure that they understand the decision before making an application for review. A student who is dissatisfied with the outcome of the review may lodge a formal appeal to the Dean (Learning and Teaching) within 10 working days of notification of the outcome of the review. The decision of the Dean is final.

- 9.4.5 Further deferment of deferred examinations and supplementary examinations is NOT possible. Students have already been given a significant concession in being awarded a deferred or supplementary examination. Students who are still unable to sit their deferred or supplementary examination because of exceptional circumstances may apply to withdraw after the census date due to special circumstances.

10. CONDUCT OF STUDENTS IN PROCTORED EXAMINATIONS

Proctors shall have and may exercise all such powers as are reasonably necessary to ensure the proper and efficient conduct of the examination.

If proctors detect student behaviour that could be construed as cheating or other misconduct they may ask the student concerned to move to another position or, in the event that the student is creating a disturbance, ask the student to desist. If the student fails to comply, the proctor may require the student to leave the examination room. Immediately following the conclusion of the examination, the proctor shall make an incident report that includes evidence of alleged cheating or other misconduct. The Senior Manager, Examinations and Timetabling conveys the incident report to the Course Convenor who takes action according to the *Student Academic Misconduct Policy*.

10.1 Resource Materials in Examinations

Students may, under certain conditions, be permitted to use resource materials during an examination, such as dictionaries, including English-foreign language dictionaries and electronic dictionaries, calculators, text books, reference books, student notes. The Course Convenor is required to specify the resource materials that will be permitted in an examination. This information must be advised to students in writing prior to the examination and must also be provided to students in the examination room. A discrepancy between the information on permissible resource materials that has been conveyed to students prior to the examination and in the examination is grounds for –special consideration by students.

It is the responsibility of the Course Convenor or nominee to ensure that the materials brought in to the examination room by students conform to the specifications of permissible resource materials. This may be done prior to the examination or during the examination.

Notwithstanding the requirements of this section, special arrangements may be made for students with disabilities, as provided for in the University's policy on *Reasonable Adjustments for Assessment - Students with Disabilities*.

11. CHEATING, PLAGIARISM

Refer to the University's *Student Academic Misconduct Policy*.

12. NOTIFICATION OF MARKS AND GRADES

Examiners are responsible for recording the marks of all students enrolled in a course for each assessment task in one place but students are to have access only to their individual marks and not to the marks of other students, other than for group assignments.

Students' marks for all assessment tasks, including end of trimester examinations, are to be made available to students through 'My Marks' on Learning@Griffith as soon as possible and prior to the approval and publication of grades . This may be done by the examiner manually entering the marks or by using online marking tools.

Marks for individual assessment tasks should not be posted in public places (i.e. hallways, on office doors or non-secure websites), and neither the student's name nor student's ID number are to be published. Any publication of marks must not occur in a manner that allows a student's name to be associated with a mark, other than by the student concerned.

Following approval of grades by the Dean (Learning and Teaching), students are notified of their grades by the following means: -

- publication on the University's web site, accessible to the student with appropriate security measures.
- SMS to the student's mobile phone number recorded in the University's Student System.

Grades that are unfinalised or unavailable at the time of the general release of grades must be finalised by August 31 in the case of grades applicable to trimester 1, and March 31 of the following year in the case of grades applicable to trimester 2 and April 15 in the case of grades applicable to trimester 3. Grades that are unfinalised by these dates are converted to a Fail (3, 2 or NGF). Fail grades awarded through this process cannot be changed. Where there is a reason (e.g. elite athlete, illness, accident, disability or other compassionate circumstances) for the grade remaining unfinalised beyond the applicable date the Dean (Learning and Teaching) may give approval for the finalisation of the grade

to be held over to a specified date, no later than 6 months after the aforementioned date for finalising the grade. UNF (Unfinalised) is entered on the transcript for approved late finalisation of grades. If the grade cannot be finalised by the date specified by the Dean (Learning and Teaching) the unfinalised grade converts to a Fail grade and no further extension of time is allowed.

A final grade cannot be changed except to correct an error or as a penalty for disciplinary reasons. Requests to change grades more than a calendar year after the student was enrolled in a course require the Course Convenor to specify reasons why the error had not been previously identified. Submission of assessment tasks or completion of additional assessment tasks after award of the final grade are not reasons for changing a final grade. Students are notified in writing of a change of grade and the reason for the change.

13. REVIEW AND APPEAL OF FINAL GRADE

Students are encouraged to discuss with academic staff their performance in assessment tasks during a course.

Where a student believes that an error has been made in respect of the calculation of the grade awarded (Refer [Section 6](#) for the list of grades) for a course, the student may request a review of the grade. Students are first to consult with the Course Convenor to obtain an explanation of how their grade was awarded in accordance with the *Student Review and Appeals Procedures* as soon as practicable after the publication of their grade on the University's website. Upon receipt of the Course Convenor's explanation if the student remains dissatisfied the student may request a review of the grade. This request must -

- a) be made in writing on the *Review of Decision Form*;
- b) state the grounds for the review request;
- c) be lodged with a Student Administration Centre within 10 working days of the date on which student grades are posted on the University's web site.

All requests for review of grade shall be dealt with by the relevant Chair, School Assessment Board.

Students will normally be notified of the outcome of the requested review of grade within 10 working days of receipt of the request by the Chair, School Assessment Board.

A student who is dissatisfied with the outcome of the review of grade may lodge a formal appeal to the Dean (Learning and Teaching) within 10 working days of notification of the outcome of the review of grade (refer to *Student Review and Appeals Policy* and *Student Review and Appeals Procedures*).

14. DISPOSAL OF ASSESSMENT MATERIAL

Refer to the University's *Assessment Submission and Return Procedures*.