

ASSESSMENT POLICIES AND PROCEDURES MANUAL (MIHM)

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ASSESSMENT POLICIES AND PROCEDURES MANUAL (MIHM)

Introduction

The Assessment Policies and Procedures Manual (the Manual) prescribes the assessment policies and procedures that apply to the Master of International Hospitality Management (MIHM) offered by Le Cordon Bleu Australia (LCBA).

The Manual applies to:

- the Master of International Hospitality Management;
- academic misconduct and appeals against preclusion in the MIHM; and
- students studying in Australia and offshore.

The Manual is revised annually and published on the LCBA website. The Manual remains in effect for the calendar year.

Authority

The Academic Board approves the Manual.

Roles and Responsibilities

The roles and responsibilities indicated throughout the Manual apply only to the Master of International Hospitality Management and are to UniSA staff in the context of the delivery of the Master of International Hospitality Management.

Specified Timelines

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

Communicating with Students

LCBA communicates with students primarily through the student learning management system (LMS) and student email accounts. Students are expected to check their email and the LMS regularly. LCBA deems a student to have received and read all emails sent to their student email address.

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 a Student Services office. The student files are the central and only repositories of documentation about a student.

Further Information for Staff

For advice about applying this manual, staff should contact the Program Manager.

Further Information for Students

For further information or clarification about the policies and procedures in this manual, students should contact their local Student Services staff. For assistance with an appeals process, students should contact their local Student Services administration office.

Purpose

1. Assessment is a central feature of the student learning experience and is the mechanism by which the University assures the attainment of course learning objectives, aligned to program learning outcomes. This Policy sets out the principles that underpin the coursework assessment at UniSA. The application of these principles will ensure that the University complies with requirements relating to assessment set out in the [Higher Education Standards Framework](#).
2. This Policy is to be read in conjunction with the associated [Assessment Procedures](#).

Scope

3. The Policy applies to:
 - undergraduate and postgraduate coursework programs
 - enabling programs
 - single course and cross-institutional enrolments
 - students studying in Australia and offshore UniSA units delivered through Open Universities Australia (OUA) or other authorised third party

Responsibilities

4. Academic Board is the approving authority for this Policy.
5. The Provost and Chief Academic Officer is the officer responsible for organisation-wide adherence to this Policy.
6. Executive Deans and Deans of Programs are responsible for ensuring that the principles set out in this policy are applied in all coursework programs they are responsible for.
7. The procedural responsibilities of this Policy are provided in the [Assessment Procedures](#).

Policy Principles

8. **Assessment plays an essential role in shaping student learning**

Assessment practices promote student engagement and support student learning, as well as judge levels of performance.
9. **Assessment is an integral component of course and program design**

Assessment tasks are aligned with the course objectives and the stated learning outcomes for the program. To successfully complete a program students must have demonstrated the learning outcomes specified for the program.

Assessment across the courses within a program is designed to:

- a. ensure coverage and opportunities for students to demonstrate achievement of the learning outcomes for the program
- b. ensure coverage, development and achievement of the University'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
- e. provide a variety of types of assessment
- f. develop, support and monitor students' readiness to undertake more advanced course requirements and practice-based learning activities.

10. The design of assessment tasks has a significant impact on student learning

Assessment design reflects the principles of authentic assessment by stimulating students to think from multiple perspectives to challenge and change their ways of thinking and doing, and encouraging them to develop higher order thinking skills.

11. Assessment tasks are diverse

Assessment practices are inclusive and support equity and disability principles, catering for both individual and group diversity. A variety of assessment techniques are used to minimise disadvantage. Inclusive language must be used to avoid gender, racial, cultural or other language bias. Assessments must be free from conscious or unconscious bias that advantages or disadvantages particular groups.

12. 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 the specified course learning objectives.

13. 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.

14. Good assessment practice gives students timely feedback on their learning

Quality feedback is clear, constructive, and actionable, enabling students to make sensible judgements about modifying aspects of their academic performance to achieve the 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.

15. 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 moderation, peer review, and external benchmarking processes where possible.

16. Good assessment practices promote academic integrity

Academic integrity is both a staff and student responsibility. Good assessment design can educate students about academic integrity and minimise academic misconduct.

17. 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 qualities and capabilities.

Definitions

See [Glossary of University Terms](#)

Associated Documentation

[Assessment Requirements Procedure](#)
[Variations to Assessments Procedure](#)
[Examinations Procedure](#)
[Re-marking and Re-Submission Procedure](#)
[Moderation Procedure](#)
[Final Grades and Notations Procedure](#)
[Academic Review Procedure](#)
[Course Outline Procedure](#)

Officer Responsible for Update and Review: Registrar and Director: Student and Academic Services

Approval Authority: Academic Board, 28 October 2022

Commencement Date: 1 January 2023

Review Date: January 2028

History: This Policy supersedes equivalent content in the 2022 Assessment Policies and Procedures Manual.

Context and Purpose

This Procedure prescribes the assessment requirements at course and program level, including 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.

This Procedure should be read in conjunction with the [Assessment Policy and related Procedures](#).

This Procedure applies to all courses offered as part of:

- enabling programs
- undergraduate and postgraduate coursework programs
- single course and cross-institutional enrolments
- UniSA units delivered through Open Universities Australia (OUA) or other authorised third party

In this Procedure references to Program Director or Course Coordinator may be read to refer to the equivalent UniSA Online positions.

Responsibility

The Provost and Chief Academic Officer is responsible for organisation-wide adherence to this Procedure.

Procedure

A. General requirements

1. The following requirements apply unless a specific variation is approved by Academic Unit Board:
 - a. All courses must have more than one summative assessment. The length, depth and complexity of each assessment task should reflect the unit value of the course and be consistent with word count requirements in 5 (f) below.
 - b. A summative assessment must be worth no more than 70 percent of the final mark.
 - c. There will be no more than three assessments in any course, plus the option of one set of continuous assessment tasks.
 - d. All courses must provide students with early feedback on their progression towards course or program learning objectives.
 - e. If assessment based on group work exceeds 30 per cent of the total marks available for a course, individual contributions will also be assessed.
 - f. For a 4.5 unit course, students will be required to complete learning activities that are equivalent to no more than 4,500 words of assessed writing. This word count

should be adjusted proportionately for less complex forms of writing such as journals and examination answers.

- g. If participation is assessed, it should be clear how it relates to course objectives and on which type of criteria it will be judged. In undergraduate courses, the percentage weighting given to participation in class or designated online activities will be no more than ten per cent and will count as one assessment.
2. The requirements set out in clause 1 above 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.
3. It may be appropriate to designate *additional assessment requirements* (or 'assessment hurdles') for a course. These 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.
4. 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, participation in work integrated learning 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.
5. 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.
6. 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.

B. Communication of assessment requirements to students

7. 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.

C. Feedback to students

8. 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.
9. 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*.
10. 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.
 11. 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.
 12. 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.
 13. 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.
 14. 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.
 15. 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.
 16. 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.
 17. 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.

D. Examinations as an assessment technique

18. Summative examinations must not contribute more than 70 per cent of the marks on which final grades for any course are based.
19. 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

E. Management of assessment

20. 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.
 21. Text-based assessment tasks should be submitted electronically using the University's electronic assignment management system within *learnonline*.
 22. 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.
 23. 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:
 - a. collection during class, only by the student
 - b. collection from the Academic Unit office (students must present their student ID card)
 - c. collection from Course Coordinator, lecturer or tutor by prior arrangement
 - d. 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.
24. Students must retain a copy of all work submitted until the final grades are released.

Further Assistance

[Student and Academic Services Policy Team](#)

Related Documentation:

[Assessment Policy](#)

[Program Approval Manual](#)

[Course Outline Procedure](#)

[Variations to Assessment Procedure](#)

Officer Responsible for Update and Review: Registrar and Director: Student and Academic Services

Approval Authority: Academic Board, 28 October 2022

Commencement Date: 1 January 2023

Review Date: January 2026

History: This Procedure supercedes equivalent content in the 2022 Assessment Policies and Procedures Manual.

Context and Purpose

This Procedure prescribes the requirements relating to assessment variations that the University permits as part of its commitment to supporting students.

This Procedure should be read in conjunction with the [Assessment Policy and related Procedures](#).

This Procedure applies to enabling programs, all coursework programs, and single course and cross-institutional enrolments.

In this Procedure references to Program Director or Course Coordinator may be read to refer to UniSA Online Program Facilitator or Course Facilitator.

Responsibility

The Provost and Chief Academic Officer is responsible for organisation-wide adherence to this Procedure.

Procedure

A. Variations to assessment

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 section B)
 - ii. supplementary assessment or examination (see section D)
 - iii. deferred assessment or examination (see section E)
 - iv. special consideration (see section F)
 - 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.
 - c. A student requests a variation to assessment on the grounds of unexpected or exceptional circumstances (see section G). These variations should be discussed with the Course Coordinator at the earliest possible opportunity.

2. Adjustments and variations for students with disabilities or students who are carers are made in accordance with policy [C-7: Students with Disabilities Policy and Procedure](#), and are only available to students who have an approved Access Plan.

B. Extension to complete an assessment task

3. Students may request an extension of time to complete an assessment task on the basis of unexpected or exceptional circumstances (see section G).
4. 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 section E if circumstances prevent an application being made before the due date in relation to a final assessment task. Note that section E also covers procedures relating to inability to sit a final examination due to unexpected or exceptional circumstances.)

C. Secondary assessments

5. Secondary assessments may take the form of:
 - a. supplementary assessment or examination
 - b. deferred assessment or examination
 - c. special consideration
6. Secondary assessments:
 - a. must test the same areas of skill and knowledge that the original final assessment was intended to test
 - b. must be consistent with the assessment criteria stated in the Course Outline
 - c. will be scheduled after the primary assessment or examination period
 - d. may not be available for courses that involve practice-based learning
 - e. will not be granted on the grounds that the student had mistaken the time or place of the examination, or missed the due date for an assessment.
7. Applications for deferred assessment or examination, or special consideration, will be considered on the basis of unexpected or exceptional circumstances (see section G). 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.
8. 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.

9. Decision-making relating to secondary assessments will be underpinned by the following:
 - a. the University will make the assumption that requests from students are made in good faith;
 - b. the University aims to achieve outcomes that are in the best interests of students and which are educative and supportive; and
 - c. there is an expectation that students will engage in efforts to address difficulties they face due to unexpected or exceptional circumstances.
10. 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.
11. 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.
12. A Course Coordinator may only authorise a variation to the date for entering secondary assessment grades in exceptional circumstances. The Course Coordinator 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.
13. 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.
14. 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.

D. Supplementary assessment or examination

15. 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 for the final assessment or examination is the outcome of that investigation.</p>	<p>Supplementary final assessment (requirements to be determined by the Course Coordinator), or supplementary final examination</p>	<p>SP or F</p>	<p>Automatic if criteria are met, except where clause 19 applies or supplementary is applied after results are finalised (clause 21).</p>

16. Supplementary assessment or examination offers students an opportunity to gain a supplementary pass (SP) for the course for which a mark of 50 per cent will be awarded.
17. Unless an exception has been approved (see clause 18) supplementary assessment or examination:
- a. is available in all enabling programs, undergraduate and postgraduate coursework programs, and OUA courses
 - b. may be available for cross-institutional and single course enrolments if it is available in the course and the Executive Dean, or delegate, has given approval.
18. If a 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.
19. 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:
- a. the student was enrolled in the course(s) in their final study period, and
 - b. the student attempted all of the assessments in the course(s), and
 - c. 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.

20. 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:
- notify the student in writing about the requirements of the assessment task, including the revised assessment submission date, and
 - provide a copy of the correspondence to Campus Central or UniSA partner administration office to be retained on the student's record.

If the Course Coordinator assigns a supplementary *examination*:

- the Course Coordinator will notify Student and Academic Services if they require an examination to be scheduled, and
 - 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.
21. 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.

E. Deferred assessment or examination

22. 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>
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*see section G

23. 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.
24. When applying for a deferred assessment or examination students must indicate on the form whether other variations have been granted in the course.
25. 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.
26. 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.
27. On receipt of an approved application for a deferred assessment the Course Coordinator will, within 5 working days of receiving the application:
 - a. notify the student, in writing, about the requirements of the assessment task, including the revised assessment submission date, and
 - b. provide a copy of the correspondence to Campus Central or UniSA partner administration office to be retained on the student's record.

F. Special consideration

28. 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, or delegate)</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, or delegate)</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 section G

**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.

29. When applying for special consideration students must indicate on the form whether other variations have been granted in the course.
30. 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.
31. On receipt of an approved application for a special consideration, the Course Coordinator will, within 5 working days of receiving the application:
- a. 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

- b. notify the student in writing about the outcome, and
- c. provide a copy of the correspondence to Campus Central or UniSA partner administration office, to be retained on the student's record.

G. Unexpected or exceptional circumstances

32. Unexpected or exceptional circumstances were those that were beyond the control of the student and for which there was no opportunity to prepare in advance.
33. 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 Glossary of University Terms</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 Glossary of University Terms) 	<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

<ul style="list-style-type: none"> • Aboriginal cultural practices (refer to Glossary of University Terms) • 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>(if culturally 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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34. 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.

35. The Registrar and 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.

Further Assistance

[Student and Academic Services Policy Team](#)

Related Documentation:

[Assessment Policy](#)

Officer Responsible for Update and Review: Registrar and Director: Student and Academic Services

Approval Authority: Academic Board, 28 October 2022

Commencement Date: 1 January 2023

Review Date: January 2026

History: This Procedure supercedes equivalent content in the 2022 Assessment Policies and Procedures Manual.

Context and Purpose

This Procedure prescribes the requirements for summative examinations and should be read in conjunction with the [Assessment Policy and related Procedures](#).

This Procedure applies 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.

Responsibility

The Provost and Chief Academic Officer is responsible for organisation-wide adherence to this Procedure.

Procedure

A. General procedures

1. Examinations are undertaken in either online or face-to-face mode. Online examinations may be invigilated or non-invigilated.
2. Unless otherwise indicated, the provisions in this section apply to all examination modes. Exceptions to examination procedures may only be made with the prior approval of the Registrar and Director: Student and Academic Services.
3. 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.
4. Students who have an approved Access Plan should notify the Course Coordinator, or Online Course Facilitator, at the start of teaching for each study period. Failure to give sufficient notice to the Course Coordinator, or Online Course Facilitator, may result in a student's inability to complete an examination or receive exam related adjustments.
5. Students are responsible for knowing their examination dates, times and locations and, where relevant, travelling to the venue.
6. Requests to vary the time and/or date of an examination due to exceptional circumstances, will only be authorised by the Executive Dean, or delegate.

7. Students undertaking an examination must behave in a manner consistent with the University's [Code of Conduct for Students](#).
8. Students are not permitted to communicate with other students during the examination.
9. In the case of invigilated examinations, unless it is permitted in the course outline or as an approved variation, a student must not have anything that could provide an advantage to themselves. Examples include, but are not limited to:
 - a. mobile phones in invigilated face-to-face examinations
 - b. electronic devices, including watches, wearable devices and headphones, other than those devices needed for undertaking the examination
 - c. calculators
 - d. books, notes or other documents including dictionaries
 - e. other items listed on the relevant [Campus Central website](#).
10. 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.
11. Head dress must not be worn during invigilated examinations, unless required for religious observances or medical reasons.

B. Invigilated online examinations

12. All students must complete the Mandatory System Check and sit the Mandatory Training Quiz prior to each examination period 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.
13. All students must participate in an online identity verification process at the beginning each examination. This will involve:
 - a. 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)
 - b. a clear photo being taken by the invigilation system of the student sitting the examination, and
 - c. 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.
14. If these conditions are not met the invigilator will flag this as an examination rule violation and will report a breach.
15. 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](#).
16. 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.

17. Reading time will be incorporated into the approved duration for the examination.
18. Students are not permitted to leave the view of the webcam, turn off their webcam, or turn off their microphone at any time during the examination.
19. Students who experience technical difficulties are permitted to call the IT Help Desk but must do so on speakerphone.
20. Students are not permitted to retain a copy of examination questions following completion of an online examination.

C. Invigilated face-to-face examinations

21. It is recommended that students arrive at least 15 minutes prior to the published start time. 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.
22. Every student undertaking a face-to-face examination must complete the attendance slip provided.
23. 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.
24. Students who have an approved Access Plan that includes provisions relating to face-to-face examinations must display a copy of the Access Plan on their desks.
25. 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.
26. 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.
27. 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 students.
28. 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.

29. 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.
30. 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.
31. 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.
32. 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.
33. 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.
34. Students must not remove any examination question papers, examination booklets, scrap paper or attendance slips from the examination room.
35. 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.

D. Breaches of examination procedures in invigilated examinations

36. The invigilator will document and report breaches of examination procedures even if it cannot be demonstrated that the student gained an advantage as a result of the breach. The breach report will be provided to:
 - a. the relevant Course Coordinator in the case of academic misconduct matters, to be dealt with in accordance with the [Academic Integrity Procedure](#), or
 - b. the Executive Dean, or delegate, in the case of other misconduct matters, or
 - c. to all of the staff members listed above if the matter falls into both categories.
37. In the case of face-to-face examinations, any student disrupting an examination may be dismissed from the examination room at the discretion of the Invigilator in charge. If the Invigilator in charge determines that a breach of examination procedure has been committed the student will be informed that the breach will be reported.

Further Assistance

[Exams and Results Enquiries](#)

[Student and Academic Services Policy Team](#)

Related Documentation:

[Assessment Policy](#)

[Academic Integrity Procedure](#)

[Variations to Assessment Procedure](#)

[OUA examinations policy and procedures](#)

Officer Responsible for Update and Review: Registrar and Director: Student and Academic Services

Approval Authority: Academic Board, 28 October 2022; minor amendment approved by Registrar and Director: Student and Academic Services, 12 January 2023

Commencement Date: 1 January 2023

Review Date: January 2026

History: This Procedure supercedes equivalent content in the 2022 Assessment Policies and Procedures Manual.

Re-marking and Re-submission Procedure

Context and Purpose

This Procedure prescribes the requirements for re-marking and re-submission and should be read in conjunction with the [Assessment Policy and related Procedures](#).

This Procedure applies to assessment tasks in all coursework programs, where, as stated in the Course Outline, the Course Coordinator has determined that re-marking and/or re-submission will be permitted for that task.

In this Procedure all references to Course Coordinator may be read to refer to the equivalent UniSA Online position

Responsibility

The Provost and Chief Academic Officer is responsible for organisation-wide adherence to this Procedure.

Procedure

A. Re-marking

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 the University's Assessment Policy which requires assessment methods and judgements to be valid and reliable.
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.
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.
4. A re-marked assessment task cannot be re-submitted.
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.

6. The Course Coordinator will notify the student in writing within five working days that:
 - a. a second assessor will re-mark the assessment task, or
 - b. the request is denied.
7. If the Course Coordinator denies the request for a re-mark, the student may request the Executive Dean, or delegate, 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.
8. The Executive Dean, or delegate, will either:
 - a. approve the remark and:
 - i. notify the student and the Course Coordinator of their decision in writing within five working days of receiving the request
 - ii. appoint a second assessor
 - iii. arrange for the assessment task to be re-marked
 - iv. notify the student in writing of the outcome of the re-mark within ten working days of re-mark being completed, or
 - b. deny the re-mark and notify the student and the Course Coordinator of their decision in writing within five working days of receiving the request.
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 record.
10. Students who are not satisfied with the result of the re-mark may appeal their final grade in accordance with the [Final Grades and Notations Procedure](#).

B. Re-submission

11. 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.
12. 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 the [Variations to Assessments Procedure](#).
13. 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.
14. A re-submitted assessment task cannot be re-marked.
15. Re-submission can be initiated by a Course Coordinator or a student.
16. 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.

17. A student can request a re-submission within five working days of receiving the returned assessment task. The Course Coordinator will inform the student in writing within five working days as to whether the re-submission request has been granted or denied.
18. 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 the re-submission, and the marks available.
19. If the Course Coordinator denies the request for re-submission, the student may request that the Executive Dean, or delegate, reviews 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.
20. The Executive Dean, or delegate, 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 request and confirm that the original fail grade applies.
21. If the Executive Dean, or delegate, approves the 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 record.
22. Students who are not satisfied with the result of the re-submission may appeal their final grade in accordance with the [Final Grades and Notations Procedure](#).

Further Assistance

[Student and Academic Services Policy Team](#)

Related Documentation:

[Assessment Policy](#)

Officer Responsible for Update and Review: Registrar and Director: Student and Academic Services

Approval Authority: Academic Board, 28 October 2022

Commencement Date: 1 January 2023

Review Date: January 2026

History: This Procedure supercedes equivalent content in the 2022 Assessment Policies and Procedures Manual.

Context and Purpose

This Procedure prescribes the requirements for moderation of course assessment and should be read in conjunction with the [Assessment Policy and related Procedures](#). This Procedure applies to all courses offered as part of:

- an enabling program
- an undergraduate or postgraduate coursework program
- single course and cross-institutional enrolments

UniSA units delivered through Open Universities Australia (OUA) or other authorised third party

Responsibility

The Provost and Chief Academic Officer is responsible for organisation-wide adherence to this Procedure.

Procedure

A. Moderation of assessment

1. Moderation of assessment supports high quality assessment practices which are an important element of the University's quality assurance framework.
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. 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 and other delivery by third party providers

- e. the moderation practices of an Academic Unit must be reviewed by its Teaching and Learning Strategy Group at least once every three years
4. In addition to the requirements specified in clause 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.

Further Assistance

[Student and Academic Services Policy Team](#)

Related Documentation:

[Assessment Policy](#)

Officer Responsible for Update and Review: Registrar and Director: Student and Academic Services

Approval Authority: Academic Board, 28 October 2022

Commencement Date: 1 January 2023

Review Date: January 2026

History: This Procedure supercedes equivalent content in the 2022 Assessment Policies and Procedures Manual.

Context and Purpose

This Procedure prescribes the requirements for:

- the approval and publication of:
 - final course grades
 - honours program grades
 - final notations for research degree students
 - final notations for students who withdraw after census date
- interim notations

This Procedure applies to all coursework and research students and should be read in conjunction with the [Assessment Policy and related Procedures](#).

In this Procedure all references to Course Coordinator may be read to refer to UniSA Online Course Facilitator.

Responsibility

The Provost and Chief Academic Officer is responsible for organisation-wide adherence to this Procedure.

Procedure

A. Determination and approval of results

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.
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 the [Variations to Assessments Procedure](#). Recommended marks and grades must be entered into the student record system via the Moodle grade roster.
3. All courses must be graded according to the University's approved assessment grading schema. Where a final grade has not yet been determined approved interim notations and flags are to be used (see section B below).
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, 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.
5. Final grades must be approved by the Executive Dean, Dean of Programs, or delegate and reported to the relevant Academic Unit Board.
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.
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. 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.

B. Interim notation

9. 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.
10. 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:
 - a. 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
 - b. 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
 - c. the student's grade requires clarification because it was queried during [moderation](#)
 - d. the student's grade is pending the outcome of an academic integrity investigation
11. The Course Coordinator must inform the student about the reason for the Incomplete (I) notation.
12. 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.

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

13. Two grading schemes are available for coursework programs: 'graded' and 'non-graded'.
14. The two grading schemes are only used for the final grade in the course.
15. Honours degree programs have a separate grading scheme (see section D below).
16. Each course must use either the graded or the non-graded scheme as approved during the course approval process.
17. Regardless of which grade scheme is used:
 - a. the course cannot contain a mix of graded and non-graded assessment items
 - b. a graded course must contain only graded assessment items
 - c. a non-graded course must contain only non-graded assessment items.
18. The non-graded scheme is most appropriate if the course:
 - a. involves practice-based learning activities, or
 - b. involves extensive project work/coursework in diverse settings external to the University, or
 - c. has a competency model of assessment.
19. If a student has been granted exemption for recognition of prior learning (RPL) in a course, the following applies:
 - a. if the overall grading scheme is non-graded, assessment pieces attracting RPL exemption are entered as an NGP
 - b. 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.

D. Final grades and notations

20. *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

21. *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 29
Fail	F	Below 50	Failed to meet specified assessment criteria to required standard.	1.5

22. *Final grades for supplementary assessment and examination*

Grade	Notation	Mark	Descriptor	Grade Point
Supplementary Pass	SP	50	Satisfactory performance on a supplementary assessment.	3.5
Fail	F	Below 50	Unsatisfactory performance on a supplementary assessment	1.5

23. *Final grades for audit students*

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

24. *Final grades for honours*

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)	50- 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 - 4.74

Fail	≤ 49%	Fail grades are as per clause D 20.	< 4
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25. *Final grades 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

26. *Final notations for research degree students*

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 research 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 research degree student's progress has been deemed unsatisfactory, in accordance with the Research Degrees Student Progression Procedure . No reinstatement is permitted.

Suspended – examined	SE	Indicates that a research 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 research 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.

E. Calculation of the grade point average

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

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

Sum of course unit values

28. The grade points designated for each grade are indicated next to each grade in the tables above, where applicable.
29. 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 to a grade point of 4.

F. Student appeals against final grades

30. 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](#).
31. 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, or delegate, to review the final grade. A request to the Executive Dean, or delegate, 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, or delegate, 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, or delegate, 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 the [Student Appeals Committee Procedure](#) for further information.
32. 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 record.

Further Assistance

[Exams and Results Enquiries](#)

[Student and Academic Services Policy Team](#)

Related Documentation:

[Assessment Policy](#)

Officer Responsible for Update and Review: Registrar and Director: Student and Academic Services

Approval Authority: Academic Board, 28 October 2022

Commencement Date: 1 January 2023

Review Date: January 2026

History: This Procedure supercedes equivalent content in the 2022 Assessment Policies and Procedures Manual.

Context and Purpose

This Procedure prescribes the procedures for identifying and supporting students who are making unsatisfactory academic progress.

This Procedure should be read in conjunction with the [Assessment Policy and related Procedures](#).

This Procedure applies to all students enrolled in:

- enabling programs
- 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](#).

In this Procedure references to Program Director or Course Coordinator may be read to refer to UniSA Online Program Facilitator or Course Facilitator.

Responsibility

The Provost and Chief Academic Officer is responsible for organisation-wide adherence to this Procedure.

Procedure

A. Student support and academic progress

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).
 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.
 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.
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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, Program Facilitator, or delegate
 - g. transfer to an alternative program where appropriate

B. Academic review

5. A schedule of the academic review periods will be published at least annually on the University website.
6. 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.
7. The criteria for unsatisfactory progress are:
 - a. failing a course for the second time, or
 - b. failing 50% or more of courses in an academic review period, or
 - c. failing a practice-based learning activity, where that failure constitutes failure in the course.
8. 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.
9. 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 record.
10. 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.
11. 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.

C. Procedures for preclusion

12. Students will be identified for preclusion if they meet the criteria for making unsatisfactory progress in their program (as defined in clause 7) **in three or more** academic review periods.
13. The following students will be identified directly for preclusion:
 - 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
 - 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
 - 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
14. Students to be precluded will be notified in writing. The notification will include all reasons for preclusion and that:
 - a. they have the right to appeal the decision to the Preclusion Appeals Committee (see section D)
 - b. their enrolment in the program will be discontinued if they do not appeal, or their appeal is denied
 - c. application for re-admission to a program at the same level in the same discipline, or at a higher level regardless of discipline, will not normally be reconsidered for two years
 - d. application for re-admission will follow normal procedures and is not guaranteed, and
 - e. students who gain re-admission will be classified as new students for the purposes of assessing fees and eligibility for Commonwealth support or assistance.
 - f. International students will, in addition, be advised that:
 - i. 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
 - ii. 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 record.
15. If a student does not appeal or an appeal is denied, the preclusion will be recorded against the student's program.
16. 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.
17. A student cannot submit an appeal directly to the Student Appeals Committee without their case first being heard by the Preclusion Appeals Committee (see section D).

D. Appealing against preclusion

18. The Preclusion Appeals Committee will consider appeals against preclusion from a program. The composition of this Committee will be:
 - a. 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.
 - b. A General Manager or a Program Services Manager from an Academic Unit.
 - c. A representative from Student and Academic Services.
 - d. A member of the USASA Board, or nominee.
19. The Committee may proceed even if all members are not present, provided there is a quorum of three, which must include the chair.
20. 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.
21. 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.
22. 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. 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.

If the student is unable to attend in person, they may participate via phone/internet telecommunications.
23. No party will be permitted to have legal representation at an appeals hearing.
24. 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.
25. Students may continue their program of study while awaiting the outcome of an appeal.
26. 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. The Committee may specify conditions associated with the student's continued enrolment if it determines that the student's appeal will be upheld.

27. Where the Committee denies the student's appeal, the communication will include all reasons for the decision and provide information about further appeals, if relevant. Copies of the communication will be retained on the student's record.
28. 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. The appeal must be lodged using the prescribed form within 20 working days of being notified of the Preclusion Appeals Committee's decision. See the [Student Appeals Committee Procedure](#) for further information.
29. 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 record.
30. 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.

Further Assistance

[Campus Central](#)

[Student and Academic Services Policy Team](#)

Related Documentation:

[Assessment Policy](#)

Officer Responsible for Update and Review: Registrar and Director: Student and Academic Services

Approval Authority: Academic Board, 28 October 2022;

Minor amendment approved by Registrar and Director: Student and Academic Services,
26 April 2023

Commencement Date: 1 January 2023

Review Date: January 2026

History: This Procedure supercedes equivalent content in the 2022 Assessment Policies and Procedures Manual.



Purpose

1. This policy sets out the principles that promote and uphold academic integrity in all forms of learning undertaken at UniSA in alignment with the requirements of the Higher Education Standards Framework and the Tertiary Education Quality and Standards Agency.
2. This policy is to be read in conjunction with the [Academic Integrity Procedure](#) and associated documentation.

Scope

3. This policy applies to students undertaking UniSA coursework in award degrees, or other forms of learning offered by the University.
4. This policy applies to current and past enrolments in all forms of learning.

Exclusions

5. Integrity breaches associated with research will be managed in accordance with the [Research Integrity Policy](#) and the [Research Degrees Student Research Misconduct Procedure](#).

Responsibilities

6. Academic Board is the approving authority for this policy.
7. The Teaching Innovation Unit is responsible for coordinating the management of and reporting of academic integrity.
8. Executive Deans and Directors (or delegates) are responsible for ensuring the implementation of this policy, the associated procedure, and other relevant documentation in their Units.
9. All University students, staff and representatives must comply with the provisions of this policy and with all the associated procedures.

Policy Principles

10. UniSA holds academic integrity and ethical behaviour as foundational values that apply to all members of the University community. These values are fundamental to the reputation of the University as an ethically responsible institution.

11. All cases of alleged academic misconduct will be managed in a fair and transparent manner, free from bias and discrimination, in accordance with the [Academic Integrity Procedure](#) and associated documentation.
12. The University is committed to excellence in teaching and learning and expects all staff and students to act with integrity in their academic work and practice.
13. The University community will maintain the principles of academic integrity and acknowledge that monitoring and reporting is a shared responsibility (including staff, students, adjuncts, and industry partners).
14. The University is committed to an educative approach to managing academic integrity. Staff and students will be provided with guidance about what constitutes academic misconduct and steps will be taken to address the underlying causes of academic misconduct.
15. Academic Units and UniSA Online will appoint two or more Academic Integrity Officers to manage instances of academic misconduct and to provide leadership in academic integrity in their Academic Units.
16. The University will monitor and report on breaches of academic integrity for quality assurance and continuous improvement purposes.

Definitions

Academic integrity means a commitment to act with honesty, trustworthiness, fairness, respect, and responsibility in all academic work, and in professional practice.

Academic misconduct is any action which contravenes the principles of academic integrity, including but not limited to:

- plagiarism
 - directly copying of 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 acknowledgement
 - appropriating or imitating another's ideas unless this is specifically allowed in the Course Outline.
- a breach of examination procedures that has been determined to be a breach of academic integrity
- presenting/submitting documents or data that are copied, falsified, or in any way obtained improperly
- presenting/submitting academic work that has involved significant assistance from a third party (person(s) or application), unless this has been specifically allowed in the Course Outline
- collusion
 - cooperation with one or more other students on assessable work unless this has been specifically allowed in the Course Outline
- contract cheating, i.e., purchasing of assessments from a third party noting it is a criminal offence for any person to provide or advertise academic cheating services relating to the delivery of higher education in Australia
- use of artificial intelligence (AI) software or paraphrasing tools as a form of contract cheating

- file sharing as a form of academic misconduct, for example to exchange exam questions or assignments
- providing assistance to a student in the completion and/or presentation of their academic work unless specifically allowed in the Course Outline
- falsifying or misrepresenting academic records, or any other documents

Associated Documentation

[Academic Integrity Procedure](#)

[Research Integrity Policy](#)

[Code of Conduct for Students](#)

Officer Responsible for Update and Review: Registrar and Director: Student and Academic Services

Approval Authority: Academic Board, 28 October 2022

Commencement Date: 1 January 2023

Review Date: January 2028

History: This Policy supersedes equivalent content in the 2022 Assessment Policies and Procedures Manual.

Context and Purpose

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

This Procedure should be read in conjunction with the [Academic Integrity Policy](#).

The Procedure applies to all students enrolled in:

- enabling programs
- 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

Responsibility

The Provost and Chief Academic Officer is responsible for organisation-wide adherence to this Procedure.

Procedure

A. Student responsibilities

1. Work submitted by students for assessment will be tested for plagiarism using comparison software unless the Executive Dean or delegate has given approval for the software not to be used.
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.
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.
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>

B. Staff responsibilities

5. To ensure academic integrity no person may teach or assess in a course in which they are concurrently enrolled.
6. Information about academic integrity will be made available in the Course Outline, teaching material, through the Teaching Innovation Unit or UniSA partner administration office, and in library resources.
7. Each Academic Unit, UniSA College, and UniSA Online, has at least two Academic Integrity Officers. These are academic staff who have undertaken professional development to manage cases of academic misconduct within their discipline. Their role enables:
 - a. consistent interpretation and implementation of policy
 - b. streamlined management of reportable instances of academic misconduct, up to the level of formal committees
 - c. management of alternative outcomes
 - d. consistent judgments to be made about cases of academic misconduct
 - e. consistent outcomes when academic misconduct is proven, and
 - f. regular reporting to relevant Executive Deans and Academic Unit teaching and learning committees.
8. If required, the Executive Dean may authorise another staff member to act as nominee for an 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.

C. Initial investigation

9. If a staff member suspects that a student has committed academic misconduct, the staff member must raise their concern with the relevant Academic Integrity Officer prior to finalising the marking of the assessment task and prior to the release of the result for the relevant assessment.
10. 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:

- a. the extent of the misconduct
 - b. the student's evident intention
 - c. the stage/level of the program
 - d. the number of previous offences
 - e. the student's learning background
 - f. academic conventions within the relevant discipline
 - g. the impact of a particular outcome on a student's progression
 - h. information provided to the student about academic integrity as part of their course, and
 - i. information about the student held in the central database, if applicable.
11. 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.
12. The student may be assisted or represented at the meeting by:
- a. a USASA Advocacy Officer, or
 - b. a representative of the UniSA partner institution if the student is studying offshore, or
 - c. any UniSA staff member or student.
13. As a result of the discussion with the student, the Academic Integrity Officer may determine one of the following outcomes:
- a. no academic misconduct was involved. No further action will be taken and no information will be recorded in the central database. (The assessment task will be marked and returned to the student.)
 - b. academic misconduct has occurred. The Academic Integrity Officer will provide academic counselling to the student and may apply any of the following further outcomes:
 - i. a warning with no penalty
 - ii. allow a corrected version of the assessment task to be submitted
 - iii. another outcome appropriate to the case but with an impact less serious than failure with a zero in the assessment component of the course
 - iv. require the student to complete a learning module in academic integrity
 - v. failure with a zero score in the assessment component of the course.
 - c. a more serious outcome is appropriate. The Academic Integrity Officer will provide their record of the initial investigation to the Executive Dean, or delegate, who will initiate a formal inquiry.
14. The Academic Integrity Officer will decide on the most appropriate outcome, irrespective of whether the student chooses to participate in the initial inquiry.

15. If the Academic Integrity Office determines that academic misconduct has occurred, they will:
 - a. record the case in the central database
 - b. provide a written outcome to the student, via their student email, and the Course Coordinator, explaining the outcome within ten working days of the meeting with the student, and
 - c. provide a copy of the communication to Campus Central or UniSA partner administration office to be retained on the student's record.
16. 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.
17. If the student rejects one of the outcomes listed in clause 13 (b), the Academic Integrity Officer will advise the Executive Dean, or delegate, and provide them with a record of the initial investigation. The Executive Dean, or delegate, will then initiate a formal inquiry. The student may accept the proposed outcome in writing at any time before the formal inquiry.
18. Cases of alleged academic misconduct that:
 - a. do not relate to a particular course, or
 - b. related 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, or delegate, to review and determine the appropriate outcome (either the outcomes listed in clause 13 (a) or (b) or initiation of a formal inquiry).

D. Formal inquiry

19. If a formal inquiry is required, the Executive Dean, or delegate, will establish a committee consisting of:
 - a. the Executive Dean, or delegate, as chair,
 - b. a member of academic staff with academic integrity responsibilities,
 - c. one other member of academic staff,
 - d. a nominee of the Registrar and Director: Student and Academic Services,
 - e. a representative of Offshore Student Services if applicable, and
 - f. 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.

20. The formal inquiry may proceed even if all members are not present, provided there is a quorum of three which must include the chair.
21. 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.

22. The Executive Dean, or delegate, 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 the policy and procedure, and any other relevant documentation. If the student is unable to attend in person, they may participate via phone/internet telecommunications.
23. The chair of the Formal Inquiry Committee is responsible for ensuring that the confidentiality of third parties is maintained where required, when documents are circulated.
24. 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.
25. The formal inquiry may proceed whether or not the student responds or attends.
26. The Formal Inquiry Committee 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, 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 13 (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, 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 expulsions 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.

27. The Executive Dean, or delegate, 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 the policy and procedure. The letter will be sent to the student via their student email.
28. If the Formal Inquiry Committee 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.
29. 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 (see section E) their CoE will be maintained until the internal appeal is complete unless extenuating circumstances apply.
30. In addition to notifying the student of the formal inquiry outcome, the Executive Dean, or delegate, 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 officer, to be retained on the student's record
 - d. Quality and Compliance Team, UniSA International if the student is an international student.

E. Appeals

31. The student has the right of appeal against the decision of the Formal Inquiry Committee to the Student Appeals Committee. The student must lodge the appeal in writing with the Registrar and Director: Student and Academic Services using the prescribed form within 20 working days of being notified of the outcome of the formal inquiry. See the [Student Appeals Committee Procedure](#) for further information.
32. If a student appeals a decision to suspend them from the University and the student is not successful in their appeal to the Student Appeals Committee, 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.

33. If a student appeals a decision to expel them from the University and the student is not successful in their appeal to the Student Appeals Committee, the expulsion will have immediate effect from the date of the letter notifying them of the appeal decision.
39. Practice-based learning activities may only continue if they are part of a course not affected by the appeal.

F. Recording information about academic misconduct

40. 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.
41. If the Academic Integrity Officer determines that no academic misconduct occurred then no information will be recorded.
42. 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.
43. 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 students, the program, the course and the assessment task,
 - b. the type of academic misconduct (See [Academic Integrity Policy](#)),
 - c. the factors taken into consideration,
 - d. the information on which the determination is based,
 - e. the outcome and reasons for the outcome, and
 - f. whether the student agreed or rejected the proposed outcome.
44. If a case is referred to the Executive Dean, the Executive Dean, or delegate, 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.
45. If the Executive Dean, or delegate, concludes that the student's actions constituted academic misconduct they will record the outcome and the factors taken into consideration in the central database.
46. If a formal inquiry is convened, the Formal Inquiry 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
 - b. the information on which the determination is based, and
 - c. the outcome, and reasons for that outcome.

47. If a student appeals the outcome of a formal inquiry, 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.
48. 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 record.
49. The student's record will record a suspension during the period in which it is active, or an expulsion, but will not record any other outcome.

Further Assistance

[Teaching and Innovation Unit](#)

[Student and Academic Services Policy Team](#)

Related Documentation

[Academic Integrity Policy](#)

Officer Responsible for Update and Review: Registrar and Director: Student and Academic Services

Approval Authority: Academic Board, 28 October 2022

Commencement Date: 1 January 2023

Review Date: January 2026

History: This Procedure supercedes equivalent content in the 2022 Assessment Policies and Procedures Manual.