

Assessment Procedure

Purpose

1. The purpose of this Procedure is to give effect to the Assessment Policy and provides guidance to academic staff in the design, delivery, marking, feedback on and moderation of assessment for Global Higher Education (GHE) higher education courses.

Scope

2. This Policy applies to:
 - a) all higher education courses delivered by GHE;
 - b) all students;
 - c) all academic staff and members of governance committees.

Definitions

3. Definitions for key terms are presented in the Glossary of Terms which may be accessed on the GHE website at <https://www.globalhe.edu.au/policy>

Suite documents

4. This Procedure is linked to the following suite documents:
 - a) Assessment Policy;
 - b) Assessment Procedure: Schedule 1 - Grades and Grading;
 - c) Assessment Procedure: Schedule 2 - Student Assessment and Examinations.

Procedure

Assessment design

Unit level weightings and workloads

5. The number of assessment items in each unit worth 15 credit points will not normally exceed three discrete assessment items. One of these items should be formative in nature. Units with other weightings will have a commensurate number of assessment items.
6. The following weighting patterns for assessment apply to all units unless exemptions are approved by the Academic Board on a recommendation from the Course Development and Advisory Committee (CDAC):
 - a) the maximum weighting of any assessment task, including examinations, is 60% of the mark for the unit;
 - b) the maximum weighting for the collective component of a group assessment is 30% of the mark for the unit;
 - c) the total maximum weighting of any non-invigilated test or exam which is administered online and/or automatically computer marked is 20% of the mark for the unit.
7. Formative feedback from at least one assessment task will be provided to students in the first half of the Teaching Period, and where possible before census date, to maximise the developmental function of assessment and early identification of additional support needs of students. Subsequent assessment tasks should be spread across the remainder of the Teaching Period.

8. Apart from exams which are subject to centralised timetabling and the initial assessment task described in clause 7, Unit Coordinators in conjunction with Course Coordinators will distribute the assessment workload as evenly as possible across the remainder of the Teaching Period to ensure workloads are reasonable and to avoid excessive clustering of assessment tasks.
9. Unit assessment load should be proportionate and consistent with AQF levels and discipline standards.
10. The Academic Board may allow variations to clauses 5-9 where:
 - a) external accreditation requirements exist;
 - b) there is a demonstrated need to manage for placements, internships, work-integrated learning and other external learning experiences;
 - c) a strong pedagogical rationale can be articulated which remains consistent with the **Assessment Policy**.

Criterion and standards-based assessment

11. The criteria and standards for assessment tasks will be described in a transparent marking scheme via an assessment rubric that is available and communicated to students by Unit Coordinators a minimum of seven days prior to the commencement of the relevant Teaching Period. These must be consistent with the details published in the Learning Management System (LMS).
12. Generic grade descriptors apply to all assessment tasks as outlined in *Schedule 1 GHE Grading System*.
13. Marks and grades awarded to students will be based solely on merit and academic achievement derived from academic standards with explicit criteria. Normative distributions are not to be used.
14. Where a unit requires students to pass or satisfy requirements in one or more assessment tasks ('gateway' assessments) in order to pass a unit, this information must be published in the Unit Outline and in the LMS.
15. Assessment requirements cannot be altered after they have been published, except in exceptional circumstances with the approval of the Academic Director. Students must be notified of any changes to an assessment task by email and/or through the LMS.

Inclusive and equitable assessment

16. Reasonable adjustments in assessment methods will be made to accommodate students who have made a request for reasonable adjustments and have a Study Access Plan as outlined in the **Student Disability Policy**. Adjustments will be in accordance with *Schedule 2 Student Assessment and Examination*.

Assessment implementation

Consistent communication of assessment to students

17. The LMS will contain full details and descriptions of all assessment tasks, including relevant learning resources, assessment rubrics, marking criteria and performance standards, and due dates.
18. The Course Coordinators and Unit Coordinators can only make changes to the type, timing or weighting of assessment tasks after the Teaching Period has started, where:
 - a) exceptional circumstances apply;
 - b) approval has been given by the Academic Director;
 - c) an additional notice is posted to the LMS site advising students that a change has occurred;

- d) an email is sent to the relevant student email list advising all students that a change has occurred.

Timely feedback for learning

19. Feedback should be constructive and relate to the assessment criteria.
20. Marked assessment tasks submitted on time (other than examination papers) will be returned no later than 10 working days after submission and no later than five days before the next assessment is due.
21. Grades will be entered and feedback disseminated via the LMS.

Moderation

22. Moderation of assessment assists in maintaining consistency and integrity of the measurement of student achievement of intended learning outcomes between markers. GHE will ensure that moderation occurs internally and is also subject to periodic external review. A sampling process will be followed across the range of Grades awarded.
23. Moderation of assessment is required where:
 - a) there is an element of subjectivity in the evaluation of an assessment task;
 - b) more than one marker is involved;
 - c) an assessment task is worth more than 30 per cent of the final assessment in a unit.
24. Where tasks such as a presentation preclude post-task moderation, panel assessment and other peer review processes are encouraged.

Internal moderation

25. The Course Coordinator is responsible for ensuring that moderation occurs for assessment tasks in each unit.
26. For the purposes of moderation:
 - a) an assessment rubric contains the elements by which the quality of student work is judged against the intended learning outcomes;
 - b) the assessment rubric must be distributed to all markers prior to moderation of marking of the assessment task;
 - c) performance standards as outlined in a rubric describe the levels of achievement to be attained.
27. The sample of papers selected for moderation must constitute a minimum of 10 per cent of submitted papers or three if the number of submitted papers is less than 30. The sample must cover the provisional spread of grades prior to markers discussing and agreeing on the final application of standards against the assessment criteria.
28. Where significant discrepancies between original and moderated grades are found the Course Coordinator will put in place a third review. Where appropriate a re-marking process may be instigated.
29. The processes of moderation can include the adjustment of student marks, but always based on the re-assessment of student work. Adjustments to student marks must occur before the script or the marks have been communicated to the student.
30. The Course Coordinator is responsible for the submission of a report on the outcomes of moderation for each unit at the end of each teaching period to the Teaching, Learning and Quality Committee (TLQC).

External moderation

31. Each year GHE will engage independent external moderators through the Peer Review Portal to review assessment outcomes for each unit of study taught during that year.
32. The external moderator will require a statistically representative sample of assessments to review.
33. The outcomes of the external moderation process review will be provided to the Academic Board via the TLQC.

Penalties for late submission

34. In cases where there are no accepted mitigating circumstances as set down in **Schedule Two Student Assessment and Examinations** (Section 3 and 4 regarding Special Consideration), non-submission of assessment tasks will lead automatically to the imposition of a penalty. Penalties will be incurred as soon as the deadline is reached.
35. GHE's penalty scheme is as follows:
 - a) "available marks" in this context means the maximum marks available for the piece of work (for example, 30 is the available mark for an assessment task that is allocated 30 per cent of the unit's marks);
 - b) all assessment tasks will be due at the time specified by the Unit Coordinator;
 - c) a penalty of 5 per cent of the available marks for the task will be deducted from the actual mark at one minute after the time described under clause 35b);
 - d) a further penalty of 5 per cent of the available marks for the task will be deducted on each subsequent calendar day;
 - e) penalties will be applied until the mark reaches zero.
36. Where required for practical reasons, the Academic Director may approve a different penalty scheme for the non-completion of certain forms of assessment, such as presentations. In such cases, the alternate scheme should be applied consistently.
37. The Academic Director is authorised to introduce appropriate variations to the scheme set out above where the turnaround time for marking is less than 14 days.

Workplace and professional placement assessment

38. When learning is being assessed in the workplace the designated Academic Supervisor (see **Work-Integrated Learning Placement Policy**) is responsible for overseeing assessment, moderation of assessment and reporting of grades.
39. Although workplace supervisors may have an active role in the assessment process, their assessment of a student's performance has the status of advice to the Academic Supervisor who is responsible for the marking, overall feedback and allocation of grades.
40. Workplace supervisors who are involved in providing advice on performance will be given clear and explicit criteria, assessment rubrics and standards in relation to satisfactory and unsatisfactory performance.

Examinations

41. Protocols for the conduct and supervision of invigilated examinations during the GHE's designated examination periods are detailed in **Schedule Two Student Assessment and Examinations**.
42. Unit Coordinators are responsible for ensuring the quality and accuracy of all examinations, tests, or other assessment documentation provided to students, including all online materials.
43. The Academic Director will monitor errors in assessment documentation, including examinations, and report to the TLQC at the end of each Teaching Period.

44. In preparation for examinations, Unit Coordinators will:
 - a) review the quality, content and accuracy of examination papers and content in consultation with a colleague within the relevant course, before releasing the document to students;
 - b) where possible, provide access to sample questions, past examination papers, or other opportunities which allow students to prepare for and practise their examination performance.

Documenting assessment judgements

45. The GHE Board of Examiners will be chaired by the Academic Director and will meet at the end of each teaching period to review and ratify final marks, grades and grade distributions for all units offered in the teaching period.
46. The Unit Coordinator is responsible for the derivation and reporting of all student grades at the end of a Teaching Period. See **Schedule Two Student Assessment and Examinations** for details.
47. Unit Coordinators will submit their grades on time. Where publication of grades will be delayed, Unit Coordinators will notify students as soon as possible.
48. The Unit Coordinator will report all results in the LMS using Gradebook by the required date for the Teaching Period.
49. All examination papers must be retained according to the GHE **Records and Data Management Policy**.

Associated Information

Related Internal Documents	<p>Assessment Policy Assessment Procedure: Schedule 1 - Grades and Grading Assessment Procedure: Schedule 2 - Student Assessment and Examinations Academic Progress Policy Course Design Policy Course Development, Approval, Amendment and Discontinuation Policy Quality Assurance Policy Records and Data Management Policy Student Academic Integrity and Academic Misconduct Policy Student Complaints, Grievances and Appeals Policy Student Disability Policy Student Diversity and Equity Policy Work-Integrated Learning Placement Policy Glossary of Terms</p>
Related Legislation, Standards and Codes	<p><i>Tertiary Education Quality and Standards Agency Act 2011</i> <i>Higher Education Standards Framework (Threshold Standards) 2021</i> TEQSA Guidance Note: Course Design (including Learning Outcomes and Assessment), Version 1.3 <i>Australian Qualifications Framework 2013</i> <i>Disability Standards for Education 2005</i> <i>Disability Discrimination Act 1992 (Cth)</i></p>
Date Approved	7 July 2020
Date Endorsed	10 July 2020
Date of Effect	10 July 2020
Date of Review	June 2026
Approval Authority	Academic Board
Policy Custodian	Academic Director
PinPoint DocID	2564

Change history

Version Control		Version 1.6
Change Summary	22-Jan-20	V1.0 Draft considered by Academic Board (AB) 7-Feb-20 with major revisions requested
	7-Jul-20	V1.1 Revised draft approved by AB 7-Jul-20 incorporating requested revisions, editorials and administrative updates and endorsed by the Board of Directors 10 July 2020
	15-Sept-20	V1.2 Minor amendments requested by AB 14-Sept 20
	25-Sept-20	V1.3 Schedules 1 and 2 approved by AB 14-Sept-20 and endorsed by BoD 25-Sept-20
	15-Dec-20	V1.4 proposed amendments to Schedule 1, Section 1 for approval by AB 17-Dec-20
	17-May-21	V1.5 amendments as requested by AB 17-Dec-20 RE the grade of Resit in Schedule 1 considered 7-May-21 plus additional amendments approved by Academic Director 27-May-21
	9-Oct-23	V1.6 administrative updates following TEQSA registration

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Schedule 1: Grades and Grading

Section 1: Grades, grade distributions and descriptors

1.1 The table below describes the grades, grade distributions and descriptors to be awarded by GHE for all units attempted by a student. These grade descriptors are also to be used to develop rubrics showing criteria and standards statements for assessment tasks.

Grade	Grade Distribution	Descriptors
High Distinction - HD	85-100	Outstanding performance in relation to the learning requirements specified. The student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows exceptional ability to synthesise, integrate and evaluate knowledge.
Distinction - D	75-84	Distinguished performance in relation to the learning requirements specified. The student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows a well-developed ability to synthesise, integrate and evaluate knowledge.
Credit - C	60-74	Good performance in relation to the learning requirements specified. The student's performance, in addition to satisfying all of the basic learning requirements specified, demonstrates good insight and ability in researching, analysing and applying relevant skills and concepts.
Pass - P	50-59	Satisfactory performance in relation to the learning requirements specified. There is a sound basis for the student to proceed to higher-level studies in the subject area.
Fail - F	Below 50	Unsatisfactory performance in relation to the learning requirements specified. GHE requires that all unit assessment tasks must be passed in order to pass the unit. In the case where a student has achieved at least 50 marks overall for a unit but is deemed to have failed the unit because they failed one assessment task the overall unit mark is recorded as 49 (see Resit).
Withdraw Not Fail - WNF		The student withdraws (without academic penalty) after the Census Date on or before the Withdrawal Without Academic Penalty Date before deemed to have failed.
Withdraw Fail - WF		The student withdraws (with academic penalty) after the Withdrawal Without Academic Penalty Date and thus deemed to have failed.
Absent Fail - AF		The student has submitted no assessments and is deemed to have abandoned studies.
Satisfies Requirements - SR		The student has successfully completed the unit.

Grade	Grade Distribution	Descriptors
Other Grades		
Continuing Unit - CU		For year-long units this is the grade applicable in the first teaching period. For project units this is the grade at the end of each teaching period, until such time as the unit is successfully completed.
Incomplete - I		Incomplete may be awarded where the Unit Coordinator requires further evidence to award a grade; or where Special Consideration has been awarded and where an extension has been granted beyond the due date of the finalisation of grades. <i>Refer to clauses 13-20, Request for extensions of assessment tasks in Schedule 2: Student Assessment and Examinations.</i>
Not Available - NA		Not Available may be used either where a student has completed a practicum but the report has not been returned to the Unit Coordinator from the relevant organisation/supervisor, or where the student has submitted or completed all assessment tasks but a grade has not been determined in time for the submission of final grades.
Resit -R		Resit will normally be granted by the Academic Director where a student has failed an assessment task and the mark given is between 39 and 49. In the case of a resit, the final mark for that piece of assessment is a Pass (50) or Fail (original mark stands).
Special Examination - SE		A Special Examination may be used where a student has been awarded a special examination.

Section 2 - Grade Point Average (GPA)

2.1 The Grade Point Average (GPA) is a simple numerical index which summarises a student's academic performance in a course in a single teaching period or over the duration of the student's enrolment in the course. The GPA is recorded on a student's Statement of Academic Record/Transcript and Notification of Assessment. The GPA is calculated as:

$$\text{Sum of (Grade Point x Credit Points)} / \text{Sum of (Credit Points)}$$

2.2 Grade points are assigned to graded units where High Distinction = 7, Distinction = 6, Credit = 5, Pass = 4, Fail = 0, Absent Fail = 0 and Withdrawn Fail = 0.

2.3 Grades not identified above and credit towards a GHE course of study and Recognition of Prior Learning are not included in Grade Point Average calculations.

2.4 Credit value is the number of points awarded for the completion of a study package.

Section 3 - Determining final grades

3.1 By the first day of each teaching period, Student Services shall supply the Academic Director a schedule of units for which a grade is to be submitted, together with the names of the Unit Coordinators and Course Coordinators.

3.2 Recommended final grades shall be submitted electronically by Unit Coordinators using Gradebook within the LMS to a timetable determined by the Academic Director. The timetable should include the final date by which grades should normally be submitted, plus a final date for submission in the case of extenuating circumstances.

- 3.3 Following electronic submission of recommended final grades and prior to the Board of Examiners, Course Coordinators shall ensure that the grades submitted are correct. Any incorrect grades shall be corrected at the Board of Examiners meeting and the changes recorded in the minutes.
- 3.4 The Board of Examiners shall consider the grades recommended by the Unit and Course Coordinators for each student and shall determine the student's final grade or interim in a unit.
- 3.5 In determining the final grades for students in a unit, the Board of Examiners may seek an explanation from the Unit Coordinator regarding the grade distribution for the unit.
- 3.6 The Board of Examiners may determine a grade different from that recommended by a Course Coordinator, and the relevant Unit Coordinator will be notified before the release of grades to any so affected students.
- 3.7 A grade determined by the Board of Examiners may be altered by the relevant Chair of Board of Examiners after consultation with the Unit Coordinator and relevant Course Coordinator concerned:
- a) to correct a patent error; or
 - b) to make a grade accord with the grade which the Chair, the Unit Coordinator and the Course Coordinator are satisfied would have been confirmed or made by the Board of Examiners if it had considered relevant circumstances which were not considered by it;
 - c) any such variation shall be recorded in the records of the Board of Examiners.
- 3.8 A final grade may be altered by the relevant Chair of Board of Examiners, after consultation with the Unit Coordinator and relevant Course Coordinator, within 12 months of the last day of the teaching period in which a student was enrolled in the unit.
- 3.9 The Chair of Board of Examiners may approve a variation to a grade older than 12 months if it can be demonstrated that special circumstances applied to prevent completion of the unit requirements. Special circumstances apply if they:
- a) were beyond a student's control;
 - b) impacted on the student's ability to complete the requirements beyond 12 months from the last day of the teaching period; and
 - c) were such that it was impracticable for the student to complete the requirements within the specified time frame.
- 3.10 The Chair of the Board of Examiners shall certify to Student Services the final grades in respect of each student after all authorities have carried out and exercised any power given to them under Section 3 of this Schedule.
- 3.11 After certification of final and interim grades (Incomplete or Not Available), the grades shall be released to students on authority of the Academic Director via the LMS.
- 3.12 Where a student has taken a special examination, the Unit Coordinator concerned shall submit to the relevant Chair of Board of Examiners within ten (10) working days of receiving the examination script a grade for the unit, which the Chair of Board of Examiners may confirm executively.
- 3.13 An interim grade shall be converted to a final grade as soon as possible, and by no later than the next relevant Board of Examiners meeting. Notwithstanding clause 3.14, if the interim grade is not converted by that time, a Fail shall be recorded.
- 3.14 If a special consideration extension is granted beyond the time frame outlined in clause 3.9 the interim grade shall be converted to a final grade within 12 months of the final day of the teaching period in which the student was enrolled in the unit.

Section 4 - Student query of assessment results other than final grades

4.1 Where a student considers that the assessed work for an individual assessment task has been unfairly or inappropriately assessed, the student or nominee shall follow the process below, taking step (a) normally within five (5) working days of notification of the result in that assessment task:

- a) contact the Unit Coordinator to discuss the matter;
- b) if dissatisfied with the result of the discussion in (a) above, contact the Course Coordinator for further discussion;
- c) if dissatisfied with the result of the discussion in (b) above, contact the Academic Director for further discussion.

Section 5 - Query of final grade

5.1 A student may query the final grade awarded for any unit. The student shall follow the process outlined below within seven working days of notification of the final grade.

- a. contact the Unit Coordinator to discuss the matter;
- b. if dissatisfied with the result of the discussion in (a) above, or if the Unit Coordinator is unavailable, contact the Course Coordinator for further discussion;
- c. if dissatisfied with the result of the discussion in (b) above query of a grade shall be made in writing to the Academic Director within seven working days of the date of publication of the grade on the official GHE LMS. If, as a result of such query, it is deemed appropriate to vary the grade, the Academic Director may make such variation in accordance with clause 3.9.
- d. the Academic Director shall formally notify Student Services and the student in writing, normally within ten working days of the outcome of the query of a final grade.

Section 6 - Appeal against a final grade

6.1 A student who is not satisfied with the determination of the query of the final grade under Section 5 may appeal the decision under the **Student Appeals Procedure** on one or more of the following grounds:

- a) improper action in the conduct of an assessment task or examination process;
- b) irregularity in the conduct of an assessment task or examination process;
- c) negligence on the part of any person involved in the conduct of the assessment task or examination process;
- d) discrimination against the student which is unlawful under State or Federal legislation;
- e) prejudice or bias on the part of Unit Coordinator or any other person involved in determining the grade to be awarded;
- f) the assessment or the assessment process as detailed in the Unit Outline stated in Schedule 2, page 1, or any subsequent amendment made in accordance with the Assessment Procedures, not being followed;
- g) where additional evidence for Special Consideration can be provided, or where procedures for consideration of an application for special consideration were not properly followed.

6.2 An appeal made under clause 6.1 shall be lodged on the GHE LMS with the Student Services for the attention of the Student Appeals Board, within ten working days of the publication of the final grade for a unit. A late appeal may be received at the discretion of the Chair of the Student Appeals Board where the student is able to satisfy the Chair that the appeal is lodged late through no fault of the student.

6.3 The appeal will be assessed in accordance with the **Student Appeals Procedures**.

6.4 The decision of the Chair of the Student Appeals Board whether or not to proceed to a hearing by the Student Appeals Board shall be final.

Schedule 2:

Student Assessment and Examinations

Section 1: Information in unit outlines

1. The Unit Coordinator will make the Unit Outline available to all students enrolled in that unit at least 1 week prior to the commencement of the teaching period via the Learning Management System.
2. The Unit Outline shall include the following information about student assessment:
 - a) a description of each assessment task, including information such as length and format;
 - b) the relation of each assessment task to the Unit Learning Outcomes;
 - c) the weighting of each assessment task towards the final grade;
 - d) whether a pass in the unit requires an overall mark of 50 per cent, or whether there are components of the assessment which must be completed at a specified level for the unit to be completed satisfactorily;
 - e) identification of any assessment task that must be completed to pass the unit but which does not count towards the final grade;
 - f) due dates for submission or completion of each assessment task and penalties which may be applied for late submission;
 - g) the grading categories applicable to the unit – See **Schedule One: GHE Grades and Grading**;
 - h) a statement noting the relationship between assessment and desired Graduate Attributes;
 - i) links to relevant policies, procedures and forms to assist students seeking Special Consideration regarding assessment and examinations.

Section 2: Assessment provision for students with disabilities

3. This Schedule refers to the conditions under which variations to assessment tasks or requirements may be made to accommodate the needs of students with disabilities. Such variations may include, for example, the method of completing assignments or recording answers, a lengthening of the time taken over a test or examination, the venue for tests or an examination, the provision of sound amplification or of large print for test or examination papers, and the provision of particular furniture requirements. The onus is on a student with a disability who wishes to seek variations to assessment tasks or requirements to bring this matter to the attention of GHE in accordance with the **Student Disability Policy**.
4. Procedures for students registered under the **Student Disability Policy** as having a disability shall be those specified in that Policy. Variations to assessment tasks or the provision of other requirements for a student with a disability shall be included in the Study Access Plan (SAP), which shall be available throughout the period of the SAP.
5. All students with disabilities who are not registered under the Policy and who seek accommodation for a disability must contact Student Services as per the requirements of the **Student Disability Policy**. An application for a special examination or special consideration in a unit does not relieve the student of this onus.

Section 3: Grounds for special consideration

6. Requests for special consideration in relation to assessment tasks will only be considered on the following grounds:
 - a) health (including impacts of religious fasting);
 - b) compassionate and compelling circumstances;
 - c) religious observances or celebrations;
 - d) serious unforeseen personal events;
 - e) selection in State, national or international sporting or cultural events;
 - f) rendering genuine and unforeseen emergency service in a professional or voluntary capacity;
 - g) rendering any service (including undertaking training) e.g. Defence Reserves, Jury Service.
7. Onshore international students must have a Confirmation of Enrolment (COE) for the course in which they are seeking special consideration which remains valid for the period of the request.
8. For consideration on health grounds, the following information in relation to a student's condition will be required from a registered health practitioner:
 - a) the date or dates on which the student was examined;
 - b) a specific statement of the practitioner's opinion of the effect of the complaint or treatment on the student's ability to complete the assessment task. Requests that do not contain this information will not be considered. The Academic Director may, with written permission by the student, seek further clarification from the relevant registered health practitioner concerning the extent to which a complaint or treatment may affect the student's ability to complete the assessment task. A registered health practitioner means a health practitioner registered as a provider under Medicare or a private health fund, together with such other health practitioners as GHE may determine from time to time.
9. For consideration on grounds of compassionate or compelling circumstances or serious unforeseen personal events, a student shall provide factual details of the circumstances or events, together with such corroborative evidence as may support the student's application. In this context "serious unforeseen personal events" refer normally to events which are outside the student's control to prevent or overcome.
10. For consideration on grounds of selection in State, national or international sporting or cultural events, or religious observances or celebrations, a student shall provide a statement signed by an authorised officer of the appropriate organisation which validates a conflict with the GHE timetable.
11. For consideration on grounds of rendering genuine and unforeseen emergency service in a professional or voluntary capacity, or rendering any service (including undertaking training) in the Defence Reserves, a student shall provide a statement signed by an authorised officer of the appropriate organisation which details the nature of the service rendered, and validates a conflict with the GHE timetable.
12. Misreading the advised due date for any assessment task, including misreading the exam timetable as officially advised by GHE, is not grounds for special consideration. Official advice only includes information provided in Unit Outline on the GHE website and in formal written correspondence.

Section 4: Types of special consideration

Request for extensions of assessment tasks

13. Students wishing to request Special Consideration to extend the due date of an assessment task must submit a Request for Special Consideration form via the Learning Management System to Student Services as early as possible and prior to the original due date for that assessment task, along with any accompanying documents, such as medical certificates.
14. Requests to extend the due date of an assessment task on the grounds of:
 - a. selection in State, national or international sporting, educational or cultural events, or religious observances or celebrations, must normally be submitted one month prior to the event taking place;
 - b. health, compassionate and compelling circumstances, serious unforeseen personal events, rendering genuine and unforeseen emergency service in a professional or voluntary capacity, or rendering any service (including undertaking training) e.g. Defence Reserves, Jury Duty, must normally be submitted as soon as possible before the due date of the assessment.
15. The Academic Director will review submitted requests including any documentation and determine whether and to what extent Special Consideration applies, based on the definitions above.
16. If a student applies for Special Consideration in more than one unit concurrently, the Academic Director will liaise with the relevant Course Coordinator and Unit Coordinator. The Academic Director informs Student Services of the outcome.
17. If an extension is granted beyond the due date of the finalisation of grades for the session or teaching period, the student shall receive an interim grade of Incomplete.
18. Student Services will notify the student, the Course Coordinator and the Unit Coordinator of the outcome of each request for Special Consideration within five working days of receiving it.
19. If a student disagrees with an outcome of a request for Special Consideration, they should make a complaint to the relevant Course Coordinator in the first instance as per the **Student Complaints, Grievances and Appeals Policy**. The Course Coordinator reviews, liaises and communicates with the student regarding the complaint within five working days and will generally finalise the complaint within 20 working days as per the **Student Complaints, Grievances and Appeals Policy**.
20. Students are directed to the **Student Complaints, Grievances and Appeals Policy** for detail regarding the complaints process.

Request for Special Consideration for an end-of-unit examination

21. Students wishing to request Special Consideration in relation to an end-of-unit examination that has not yet occurred must submit a Request for Special Consideration form to Student Services as early as possible and prior to start time of the examination, along with any accompanying documents, such as medical certificates.
22. Requests to extend the due date of an assessment task on the grounds of:
 - a) selection in State, national or international sporting, educational or cultural events, or religious observances or celebrations, must normally be submitted one month prior to the event commencing;
 - b) health, compassionate and compelling circumstances, serious unforeseen personal events, rendering genuine and unforeseen emergency service in a professional or voluntary capacity, or rendering any service (including undertaking training) in the Defence Reserves, must normally be submitted as soon as possible before the due date of the examination.

23. The Academic Director will review submitted requests including any documentation and determine whether and to what extent Special Consideration applies.
24. If a student applies for Special Consideration in more than one unit concurrently, the Academic Director will liaise with the relevant Course and Unit Coordinator. The Academic Director informs Student Services of the outcome.
25. Student Services will notify the student and the relevant Course and Unit Coordinator of the outcome of each request within five working days.
26. If a student disagrees with an outcome of a request for Special Consideration, they should make a complaint to the relevant Course Coordinator in the first instance as per the Student Complaints, Grievances and Appeals Policy.
27. The Course Coordinator reviews, liaises and communicates with the student regarding the complaint within five working days and will generally finalise the complaint withing 20 working days as per the **Student Complaints, Grievances and Appeals Policy**.
28. Students are directed to the **Student Complaints, Grievances and Appeals Policy** for detail regarding the complaints process.
29. Where a student has been granted Special Consideration in relation to an end-of-unit examination, the student may choose to:
 - a) sit the end-of-unit examination and be considered under the provision in clause 22;
 - b) not sit the end-of-unit examination and be granted a special examination.
30. Where a student has been granted a special examination, an interim grade of Special Examination shall be entered on the student's record and the Unit Coordinator will be notified.

Request for Special Consideration for a completed assessment task

31. Students wishing to request Special Consideration for a completed assessment task, including an end-of-unit examination must submit a Request for Special Consideration form via the Learning Management System to Student Services no later than two working days after the due date of the assessment task or the scheduled date of the examination, along with any accompanying documents, such as medical certificates. The Academic Director may approve a later date for submission of an application if exceptional circumstances can be demonstrated by the student.
32. The Academic Director will review submitted requests, liaise as necessary with the Unit Coordinator and any other staff member responsible for the assessment task related to the application, and inform Student Services of the outcome.
33. If a student applies for Special Consideration in more than one unit concurrently, the Academic Director will liaise with the relevant Course and Unit Coordinator. The Academic Director informs Student Services of the outcome.
34. In exceptional circumstances, the Academic Director may grant the student a further assessment prior to determination of the final grade.
35. Student Services will notify the student and the relevant Course and Unit Coordinator of the outcome of each request within five working days
36. If a student disagrees with an outcome of a request for Special Consideration, they should make a complaint to the relevant Course Coordinator in the first instance as per the **Student Complaints, Grievances and Appeals Policy**.
37. The Course Coordinator reviews, liaises and communicates with the student regarding the complaint within five working days and will generally finalise the complaint withing 20 working days as per the **Student Complaints, Grievances and Appeals Policy**.
38. Students are directed to the **Student Complaints, Grievances and Appeals Policy** for detail regarding the complaints process.

Section 5: Examination and special examination periods

39. Examination periods, including special examination periods, are those periods as determined by the Academic Director.
40. International students who hold a valid Confirmation of Enrolment (COE) from GHE for onshore study must sit special examinations within the duration of the COE.
41. Subject to the discretion of the Academic Director, students granted a special examination under clause 29 will sit the special examination in the next:
 - a) special examination period where the special examination approval is received by Student Services less than two weeks after the close of the preceding examination period; or
 - b) examination period where the special examination approval is received by Student Services more than two weeks after the close of the preceding examination period.
42. Where special consideration is granted prior to an examination on the basis of religious observances, a student will be examined within the immediate examination period, using the same examination materials as for the standard examination (where necessary) so long as the student:
 - a) is available to sit the examination in the immediate examination period; and
 - b) signs a statutory declaration declaring that they will not share the contents of the examination with other students (when sitting before the general cohort); or
 - c) that other students have not shared the contents of the examination with them (when sitting after the general cohort).
43. In the case of clause 34 the Unit Coordinator will assess exam results to ensure no odd patterns of results are detected.
44. In any examination period where a unit has a Special Examination, the unit shall normally have an examination paper that is different, but of an equivalent standard, to the examination previously set.

Section 6: Conduct of examinations

45. Timetables for examinations shall be prepared by the Operations Director and posted on the appropriate notice boards, or due notice of examinations shall be given to students by other means as determined by GHE. Such notice shall be given not less than ten working days prior to the commencement of the examination.
46. A person other than a student, an examination supervisor (hereafter supervisor), a Unit Coordinator or other authorised person may not, except with the permission of a supervisor, enter or remain in an examination room during an examination session.
47. A student may not enter an examination room before being given permission to do so by a supervisor, or 30 minutes after the commencement of the writing time for the examination.
48. No student may leave the examination room before the expiry of 30 minutes from the commencement of writing time or after the ten minute warning given by a supervisor before the end of the examination.
49. A person, whether a student or not, who is given permission to enter or leave an examination room shall comply with all conditions on which the permission is given.
50. A student shall not, except with the explicit permission of the Unit Coordinator, bring into an examination room anything which conveys or is capable of conveying information of relevance to the exam. This includes electronic dictionaries.
51. A student whose first language is not English may use an unmarked and unannotated standard translation hardcopy dictionary only, where the examination is set in English.

52. Except with the approval of the supervisor, a student shall not during an examination session communicate with any other person except a supervisor, the Unit Coordinator or other person authorised by the Academic Director, or assist any other person to communicate with another person, or willingly receive a communication from any person other than a supervisor, the Unit Coordinator or the Academic Director.
53. Students shall bring into the examination room their student identification card or any other photo identification card.
54. A student for an examination shall, upon entering an examination room, proceed without delay to the place the student is directed to occupy for that examination by a supervisor or by notice or other means, and shall not leave that place except with the permission or by the direction of a supervisor. A supervisor may at any time direct a student to leave any such place and to occupy another place specified by the supervisor, and a student shall without delay comply with any such direction.
55. A student shall comply with all directions to students set forth on a writing book or other examination material supplied or set out on any notice displayed in the examination room and shall without delay comply with directions given by a supervisor. A supervisor need not give a student a reason for any direction or requirements given or made to the student.
56. All examinations must be answered during the examination session in the student's own handwriting, unless alternative arrangements have been made through registration and consultation with the Student Support Officer.
57. A student shall not remove from the examination room any worked script or paper provided for use during the course of the examination, or other material or property of GHE unless permitted by the supervisor.
58. A supervisor may:
 - a) require any person present in the examination room to show by such means as the supervisor may specify and as are appropriate to the circumstances, that the person is not in possession of any unauthorised material as specified in clause 50 that the person is not committing or attempting to commit or has not committed a breach of any other Rule relating to the conduct of examinations;
 - b) if the supervisor considers that unauthorised material has been brought into the examination room, confiscate such material and submit it with a report to Student Services;
 - c) ask any person in the examination room any question relating to the conduct of the examination or to that or another person's behaviour while in the examination room.
59. A person present in the examination room shall comply with any such requirements or answer any question so asked. If the person fails so to do, the supervisor may require the person to leave the examination room.
60. If, in the opinion of a supervisor, a student's behaviour is such as to disturb or distract any other student, the supervisor may require the person to leave the examination room. A supervisor shall have and may exercise all such powers as are reasonably necessary to ensure the proper and efficient conduct of the examination.
61. If a person who is required by a supervisor to leave the examination room fails to do so forthwith, the permission given to be on the premises of which the examination room forms part shall be deemed to be withdrawn and the person may be dealt with accordingly.
62. A student of GHE who commits a breach of any part contained within *Section 6: Conduct of examinations* shall be guilty of misconduct and dealt with in accordance with the **Student Academic Integrity and Academic Misconduct Policy**.

63. A student shall not cheat nor attempt to cheat in an examination. Cheating is defined as any behaviour by a student in relation to an examination that is intended to defeat the purposes of the examination.
64. A person, whether a student or not, shall not do anything intended to assist any other person sitting for an examination to cheat or otherwise defeat the purposes of the examination.
65. A supervisor who suspects a student of cheating or acting dishonestly or unfairly, or of assisting another student to cheat or act dishonestly or unfairly, in connection with an examination, may require the student to surrender any book, paper or other material which the supervisor suspects has been or is being used by the student for such purpose and the student shall comply with any such requirement.
66. After surrender of any book, paper or other material in accordance with clause 65 the student may be permitted to continue the examination.
67. A supervisor who suspects a student of a breach of clause 66 shall, as soon as practicable, submit a written report of the circumstances of the alleged breach, together with any book, paper or other material surrendered in accordance with clause 66 to Student Services who shall either;
 - a) in the case of a student, advise the relevant GHE's Academic Integrity Officer who shall deal with the matter in accordance with the **Student Academic Integrity and Academic Misconduct Policy** and advise the outcome to Student Services;
 - b) in the case of other persons, determine the action to be taken.

Section 7: Cancellation or postponement of assessment tasks

68. If the Academic Director is satisfied that by reason of exceptional circumstances it is necessary to cancel or postpone an assessment task of which notice has been duly given to students enrolled for a unit, the Academic Director may cancel or postpone that assessment task and, in that event, may give such directions as they consider necessary or desirable as a consequence of the cancellation or postponement.

Section 8 - Academic integrity and academic misconduct

69. Academic integrity is an accepted foundation of excellence in ethical scholarship. Courses and units of study and assessment tasks are designed to educate students in ethical values and the meaning and practice of academic integrity.
70. The **Student Academic Integrity and Academic Misconduct Policy** provides the framework for dealing with academic misconduct when it occurs and the fair, reasonable and consistent application of penalties for such misconduct.
71. All staff are expected to be aware of the values and practice of Academic Integrity, to provide students with a solid foundation in how to practice academic integrity, to take a fair and consistent approach where academic misconduct is suspected or found and to comply with the **Student Academic Integrity and Academic Misconduct Policy** in referring academic misconduct allegations.
72. All students are expected to practice academic integrity and to be aware of and comply with the **Student Academic Integrity and Academic Misconduct Policy**.