

Assessment

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1.0 Purpose

This Procedure outlines the requirements of assessment practices at Griffith University. This Procedure supports the *Assessment Policy* and sets out the process for submission, feedback and marking of assessment in courses. It also outlines processes for seeking adjustments to assessments and academic recovery provisions.

2.0 Scope

This Procedure applies to all coursework offered at Griffith, including non-award courses (i.e. enabling, short courses, micro-credentials). It also applies to the coursework components of program postgraduate and honours programs, with the exception of the dissertation component (see *Dissertation Management Procedure*). This Procedure does not apply to theses or other major research outputs submitted in accordance with the program requirements of a higher degree by research.

This Procedure should be read in conjunction with the *Assessment Policy*.

3.0 Procedure

3.1 Setting assessment

Course Convenors work collaboratively with Program Directors and other members of a program teaching team on the design of the assessment plan for a course. The design of an assessment plan for each course supports progressive student achievement of learning outcomes at course and program level, minimises potential duplication and provides a consistent student experience (i.e. through the adoption of a single referencing style across a program, consistency of terminology, etc.). To support a consistent and positive student experience, Course Convenors are required to consult with the Library when selecting course and assessment resources to confirm availability and suitability, including licensing conditions and access to non-restricted eBooks.

Assessment plans for each course are informed by the University's annual course review process, with the outcomes used to refine and update the assessment plan to ensure it remains current, coherent, and fit for purpose. The Dean (Learning and Teaching) approves the assessment strategy for each course in line with the program's overall assessment strategy. The Deputy Head of School (Learning and Teaching) or Program Director (Griffith Business School) (or nominee, as determined by the Dean (Learning and Teaching)) is responsible for ensuring the assessment plan conforms to this strategy, including any changes arising from the annual course review process.

3.1.1 Designing the assessment plan

The assessment plan for a course is informed by the credit point value of the course, the AQF level of the program(s), discipline requirements, the placement of a course in a program's learning sequence and relevant professional contexts, including any requirements set by accrediting or regulatory bodies.

The assessment plan must ensure that every student has an equal opportunity to demonstrate their achievement through the assessment process, with no group or individual disadvantaged regardless of mode of delivery, place of study or disability. Universal Design Principles should inform the design of assessments, with reasonable adjustments for students further provided where warranted.

At program level, an appropriate volume and range of assessment types (refer to [Appendix 1](#)) is used in core and major courses for a program to assess the range of program learning outcomes. To ensure standards in an English-language instruction context, at least one gateway course in each program must include an assessment task that requires unassisted writing in English.

3.1.1.a Volume and timing of assessment tasks

The overall volume and distribution of assessment tasks support reasonable workloads for staff and students, including by spacing out due dates across core courses in a program where possible. As a general guide, a 10 Credit Point course is equivalent to approximately 150 hours of learning, which includes all forms of teaching contact (face-to-face and online), assessment tasks, and private study.

The assessment plan should include opportunities prior to the census date for students to undertake early and/or low-stakes assessment, including self-assessment, or to receive formative feedback. This enables students to track their progress and, where required, to take appropriate action to get back on track.

The timing of assessment tasks within a course is designed to allow reasonable time for task completion, marking and feedback.

For courses in which a final exam accounts for 40% or more of the assessment, the trimester must end at the end of Week 12 with no major assessment tasks to be due after Week 11 of the trimester. A School may conduct an end-of-trimester exam before the designated end-of-trimester exam period. Teaching activities must cease for all students at least five calendar days before a school-based final exam. Where there is no end-of-trimester exam, teaching may extend to the end of Week 14. Where courses operate on a different academic calendar, an equivalent period without teaching or assessment is required before a final exam.

3.1.1.b Weighting of assessment tasks

The weighting of individual assessment tasks should reflect the complexity and effort required to complete the task. This may not always directly correlate to the volume of assessable output. Assessment weightings are published in the Course Profile.

The weighting of an individual assessment task within a course should be no greater than 60% of the total marks, except where the course is a capstone course or where required for professional accreditation. Theses/dissertations are subject to special provisions, refer to *Dissertation Management Procedure*.

3.1.1.c Mandatory pass components (MPCs)

To ensure student achievement of essential learning outcomes, Course Convenors may designate one or more tasks as 'Mandatory Pass Components'. MPCs can have a significant impact to student progression and are used only where necessary, for instance in gateway

courses or where required for accreditation. MPCs must be clearly identified in the Course Profile.

An MPC may require either the completion/submission of an unweighted task (such as a workplace-based assessment like a placement or practicum, which is a requisite for undertaking other assessments in the course), or a minimum mark, typically 50%, on a weighted assessment task. Where a student does not meet the conditions of the MPC, irrespective of their total mark on other assessment tasks, a fail grade will be recorded.

Courses with MPCs must offer academic recovery, except in cases where reattempting the assessment task is not practicable, including theses/dissertations or workplace-based assessments (e.g. practicums, placements, etc.) (see [section 3.9](#)).

3.1.1.d Gateway courses

To assure student learning and academic integrity, each program has designated gateway courses. These courses employ forms of assessment that provide a high degree of confidence that students have met the learning outcomes without unauthorised assistance, whilst also facilitating student progression through appropriate academic recovery strategies (where applicable). Gateway courses are enforced by either MPCs or a minimum 50% weighting for secure and/or high confidence assessment tasks.

3.1.1.e Group assessment

To support the fair assessment of both individual achievement and skills essential to teamwork and collaboration, group tasks may be included in the assessment plan. Group tasks with a shared group mark should account for no more than 40% of the weighting of an assessment plan. Where there is a means to evaluate and award marks that reflect individual contributions to a collective outcome (e.g. via group contracts, peer assessment of contributions or examiner assessment of contributions – established via observation, reflective log, etc.), a higher weighting is permissible.

A group assessment task cannot be used to secure assessment in a gateway course unless there is a substantial component of the task that is individually assessed.

3.1.2 Variations within the assessment plans for a course

Variations to assessment plans across campuses or modes of delivery may be pedagogically justified. Where variations apply, the assessment plans must be similar in complexity and nature and assess learning outcomes in an equivalent fashion.

As part of the assessment design, students may be offered a choice of assessment tasks to demonstrate their attainment of the learning outcomes. The range of allowable tasks and the requirements for each option must be clearly communicated to students. The assessment task(s) for each student must be negotiated between the Course Convenor and the student and documented in the form of a learning contract no later than the census date for the relevant trimester/teaching period.

3.1.3 Changing the assessment plan

Any changes to the assessment plan in a course must be carried out in line with the *Course Approval Procedure*.

3.2 Explaining assessment requirements

Course Convenors are responsible for clearly communicating assessment requirements in a timely fashion. Students should carefully review assessment information well in advance of the due date so they can ask clarifying questions in the manner advised by the Course Convenor.

3.2.1 Locating assessment information

The assessment section of the Course Profile includes a summary of all assessment tasks and conditions in a course. Further information about assessments must be available to students via their Learning@Griffith course site by the start of Week 1 of the relevant trimester/teaching period.

The following table outlines the location of key assessment information.

	Course Profile	Learning@Griffith Course Site
Learning outcomes	✓	✓
Nature and type of the assessment tasks, including whether they include MPCs, are part of the gateway assessment, group vs individual activity	✓	✓
Specifics of the assessment tasks (e.g., word lengths, duration of the exam, technologies that are required or prohibited in completing the assessment task, referencing style)		✓
Assessment criteria against which assessment tasks are marked, including any weightings for individual criteria		✓
Threshold requirements for assessment and any associated penalties (e.g. complete academic practice)		✓
How the assessment of an individual assessment task (including any sub-tasks) is combined to give an overall course mark	✓	✓
Assessment due date/time. (Note: all deadlines expressed as local Queensland time - AEST)	✓	✓
Method of submission or attendance		✓
Opportunities for academic recovery and eligibility conditions for academic recovery (e.g. for task marks between 45 and 49%)	✓	
The timeframe and methods for feedback to students		✓

3.2.2 Supporting student achievement

Course Convenors are expected to support student achievement in assessment. The following are indicative forms of additional assessment information that may be supplied:

- Detailed rubrics that clearly describe the features of achievement for each criterion.
- Moderated exemplar assessments.
- Practice tests/exams (essential where a test or exam is conducted online).

Where students are required to complete their assessments using specific software, platforms, or tools, especially if these do not feature as part of the curriculum in the course, Course Convenors

must provide students with resources (i.e. links to Library digital skills development resources, Microsoft Learn resources) to assist them in completing their assessment.

If students are explicitly barred from using specific software or platforms, or if there are limits on their use, this must be clearly explained in the assessment instructions.

3.3 Completing assessment

Students are partners in the assessment process. This requires active engagement and integrity. As such students are expected to:

- a) engage proactively in activities to understand assessment requirements and criteria;
- b) use learning activities, formative assessment and feedback to monitor their progress, learn from attempts and seek assistance as required;
- c) participate equitably in collaborative tasks and peer feedback activities;
- d) complete all educational requirements pertaining to academic integrity and behave with integrity in the completion of all assessments; and
- e) communicate proactively with Course Convenors about any reasonable adjustments to assessment they may require and do so using the proper processes.

3.3.1 Support for completing assessments

There is a range of support available to all students to help them complete their assessments. Learning@Griffith course sites include links to relevant supports and services, including the Library, the Student Wellbeing and Accessibility services, and Student Associations (Student Guild/GUPSA/SRC).

Students meeting certain conditions may access additional supports (e.g. Student Disability and Accessibility, tutoring via GUMURRII, English language assistance for international students).

Where students have concerns about the level of support for assessment to which they are entitled, they should first contact their Course Convenor and/or the relevant University service/department in a timely manner. Where concerns have not been adequately addressed, students can follow the steps outlined in the *Student Complaints Procedure*.

3.3.2 Reasonable adjustments

Students registered with Student Disability and Accessibility may apply to have assessment tasks adjusted to allow them to undertake the assessment on an equivalent basis as other students in line with the provisions of the *Students with Disabilities Policy* and *Students with Disabilities Disclosure Procedure*. Student Disability and Accessibility will disclose relevant information to Course Convenors and, where relevant, Exams and Progression for the purpose of accommodating the prescribed adjustments across a student's assessment tasks, including exams.

In exercising their duty of disclosure, students must advise of their needs in relation to their disability and any associated adjustments in a timely manner. If the disclosure is not provided in a timely manner, reasonable adjustments may not be able to be provided. In such instances, students may seek special consideration or, if available, a deferred assessment.

To protect the integrity of qualifications, the Course Convenor, when determining whether an adjustment to assessment is reasonable, needs to ensure the relationship between the assessment methods, the standard of achievement and the learning outcomes expected for the program and its courses are maintained. An adjustment to assessment should not undermine the following characteristics of effective assessment:

- a) valid – the assessment measures the learning outcomes of the course;

- b) reliable and consistent – levels of achievement are determined against specified criteria and are consistent when more than one examiner marks the work or when one examiner marks the work on different occasions;
- c) transparent – a clear relationship exists between the assessment task and the learning outcome/s for which a level of achievement is to be measured;
- d) fair – all students have the same relative opportunity to demonstrate successful achievement of the learning outcomes; and
- e) effective and efficient – for example, (i) identifying the most reliable and valid method(s) to ascertain whether a student has met the required standards, and with an emphasis on the quality and not the quantity of assessments in being able to achieve this; and (ii) ensuring that feedback is provided at the most appropriate points to facilitate student learning and is focused and accessible to enable student uptake of feedback.

An alternative assessment task can be a reasonable adjustment so long as the task meets the learning outcomes of the set assessment task. The academic requirements of the course and program must be maintained and demonstrate that course and program learning outcomes have been met notwithstanding any adjustments that are made. Exemptions or exclusions from assessment tasks based on disability are not reasonable adjustments.

3.3.3 Academic integrity

Academic integrity is paramount when undertaking assessments. Students are required to act with honesty, trust, fairness, respect, responsibility and courage in participating in the assessment process. Students are responsible for familiarising themselves with the requirements of the *Student Academic Integrity Policy* and the *Student Breaches of Academic Integrity Procedure* and for adhering to the assessment conditions set by the Course Convenor. By enrolling in a course and submitting assessments, students declare their acceptance of the responsibilities and consequences stipulated in these policies and procedures.

Academic integrity provisions apply to both individual and group assessments, where students must contribute equitably to the completion of group tasks and are mutually responsible for the outcome.

Course Convenors must clearly outline, in the assessment information provided via the Learning@Griffith course site, if and how students are allowed to use Artificial Intelligence or other tools to complete their assessments.

Griffith uses various technologies (e.g. plagiarism detection software, text matching tools) to support students to complete their assessments with integrity. Students may seek assistance from their Course Convenor to understand how to use these tools proactively to improve their work prior to submission.

Course Convenors are responsible for promoting academic integrity through effective assessment design, including varying questions, case studies, etc. from one course offering to another and randomising questions when designing quizzes, tests or exams. Course Convenors are also responsible for managing academic misconduct in accordance with the *Student Breaches of Academic Integrity Procedure*.

Students may be required to verify their identity prior to undertaking an assessment. A Griffith-issued student ID is the preferred form identification for these purposes.

3.4 Exams

Exams are a specific form of assessment that typically require additional coordination due to scheduling and proctoring requirements.

Exams can be administered centrally by Exams and Progression, as School-based exams by Course Convenors, through professional accreditation bodies, or via third-party providers. Centrally administered exams are scheduled and delivered only within the designated central exam periods, as published via the Academic Calendar (including Program Specific Calendars).

Exams may be conducted on campus or online and may use in-person or online proctoring.

3.4.1 Ensuring accuracy and security of exams

The Course Convenor is responsible for the accuracy, completeness and quality checks related to exam papers. The security of exams is a joint responsibility of all parties contributing to the exams process.

For centrally-conducted exams, one final exam paper and one deferred/supplementary exam paper are to be provided to Exams and Progression by the specified deadline for each trimester.

3.4.1.a Ambiguities and errors in exam papers

To resolve student queries about their exam, the Course Convenor (or nominee) must be available in the main exam room or online. They must be available 15 minutes before the commencement of the exam and during the first 15 minutes of the exam. The Course Convenor or nominee must also be available by telephone for the duration of the exam.

If during the sitting of an exam, the exam paper is found to include an error that compromises its evaluation of students' achievement of course learning outcomes, the exam is to be rescheduled within the same exam period. The Course Convenor is responsible for deciding if the error warrants rescheduling the exam.

3.4.1.b Security of exam papers

The Course Convenor is responsible for all working copies (paper and electronic) of the exam questions and answers. All staff who handle exams are nonetheless jointly responsible for ensuring their security. In managing exam documentation, the Course Convenor abides by Griffith's *Information Technology Code of Practice*. Accordingly:

- a) Working copies of exam documentation are to be kept in a manner that does not obviously link them with the course name and number.
- b) All files are to be stored on secure, internal systems (no external cloud or physical storage).
- c) Exam documentation is not to be accessed from public computers or in a public space.
- d) Printed exam papers should be printed by Griffith's preferred printer. Where an external printer is used, papers must be sent via secure file transfer that supports encryption.
- e) Past exam papers are treated with the same level of security as current papers.

Course Convenors must vary the questions in exams from one trimester to another to preserve the integrity and security of the exam.

If the security of an exam paper has been compromised before students sit the exam, the deferred/supplementary exam paper is to be administered and a new paper is to be prepared by the Course Convenor for the deferred/supplementary exam period.

On the occasion that an exam paper is lost, it is to be reported immediately to the Course Convenor, who will report the matter to the Dean (Learning and Teaching) and the Manager, Student Integrity. If the paper is found and returned by a party other than the examiner, processes set out in the *Student Academic Integrity Policy* are to be followed.

Exam papers that are compromised at any time cannot be used in any subsequent exam period.

3.4.2 Scheduling

Exams and Progression are responsible for producing the end of trimester and deferred/supplementary exam timetables. The exam timetable is published in myGriffith (refer to the annual Academic Calendar for official publication dates). The final exam timetable is released to students at least seven calendar days prior to the commencement of the exam period. Deferred and supplementary exam periods are also published via the Academic Calendar.

The end of trimester exam timetable conforms to the following guidelines:

- a) exams can be scheduled between the hours of 8:00am and 9:00pm Monday through Saturday;
- b) students are to undertake no more than two exams in one day;
- c) where students are scheduled to sit two exams on the same day, there will be no exam in the evening session of the prior day, and no exam in the first morning session of the following day for that student;
- d) the total writing time for exams in one day should not exceed six hours;
- e) there are no more than five exams in three successive days;
- f) exams are usually scheduled with 10 minutes reading time and two hours writing time. Exceptions for longer durations are approved only where professional accreditation or registration requirements necessitate a different duration;
- g) where a course has multiple campus offerings, including online, each exam normally takes place simultaneously;
- h) in-person exams are conducted at the campus of enrolment, unless deemed otherwise by Exams and Progression.

Once released to students, the exam timetable is confirmed. In exceptional circumstances, a Head of School may approve a change to the published exam timetable. Where a School requests such a change, the School must communicate with each student enrolled in the course to advise them of the change to the timetable.

3.4.3 Attendance at on-campus exams

Where a student arrives at the exam venue up to 30 minutes after the commencement of writing time, they will be permitted to undertake the exam. The overall exam duration will not be adjusted for late arrivals. Students arriving more than 30 minutes late will not be admitted to the exam venue and may apply for a deferred exam (see [section 3.5](#)).

When in an exam venue, no student is permitted to leave during the first 30 minutes of writing time or the last 10 minutes of writing time, except in the case of a medical emergency. Students leaving the exam venue early must not cause a disturbance or remove any exam materials from the venue.

Where an unexpected event disrupts the conduct of an on-campus exam and compromises students' ability to complete the exam under fair and normal conditions (i.e. evacuation due to a fire alarm, power or IT failure, etc.), the University will determine an appropriate course of action having regard to the timing, duration and impact of the disruption.

If the disruption is temporary and the exam can reasonably resume following a brief interruption, students will normally be provided with additional writing time equivalent to the time lost, and the exam will continue under appropriate supervision.

Where the disruption prevents the exam from continuing, or where the integrity, security or fairness of the assessment has been significantly affected, the University may reschedule the exam, or determine a replacement assessment item or marking approach for affected students. In making this determination, consideration will be given to the proportion of exam time completed, the feasibility of rescheduling within approved assessment timelines, and principles of equity and academic integrity.

Students who believe they have been individually disadvantaged by a disruption may apply for special consideration in accordance with this Procedure.

3.4.4 Online exams

Exams may be conducted online using available technologies, which may include live proctoring. Griffith may use third-party providers to provide online proctored exams.

Online exam platforms may restrict the functionality of other applications on the device (e.g. locking down web browsers to only the exam window) to ensure academic integrity.

If using a third-party provider, Course Convenors must provide students with a practice online exam to test their internet connectivity and equipment suitability prior to the actual exam. It is the student's responsibility to ensure that they participate in any practice online exams using the same equipment they plan to use for their exam. In the event of technical difficulties, including equipment or connectivity failures, during an online exam, students can apply to defer the exam. Technical issues that could reasonably have been anticipated and prevented by completing a practice test may limit eligibility for a deferred exam. Where technical difficulties arise part way through an exam, students can apply for special consideration (see [section 3.9](#)). Adequate supporting documentation (e.g., a screenshot of the system error preferably including a date/time record, or proof of contacting the relevant help service, etc.) will be required.

Where students do not have appropriate technology or facilities to sit an online exam, they must inform Exams and Progression within 3 days of the release of the exam timetable so arrangements can be made for students to sit an exam on campus under the same exam conditions.

3.4.5 Student conduct in exams

To ensure the equity and integrity of the exam, students are responsible for respecting all exam conditions and directions.

3.4.5.a Use of student-supplied materials in exams

Any materials permitted in an exam must be specified on the exam timetable or on the Learning@Griffith course site. Students are responsible for bringing and/or accessing only the materials that conform to the specifications noted. Where materials do not meet the specifications, students will be prevented from using them in the exam.

- a) Calculators: if listed as a permitted item, calculators must be free of any notes stored in the case or any unauthorised writing on the case.
- b) Dictionaries: where the use of a dictionary is permitted, refer to the approved types of dictionaries. Dictionaries must be unmarked and must not contain annotations or unauthorised material (i.e., no handwriting or comments and no materials inserted or attached).
- c) Other personal items and electronic devices (mobile phones, laptops, tablets, smartwatches, AI-enabled glasses, etc.) are not permitted to be used during an exam, unless confirmed as a requirement for the undertaking of the exam. Where used as assistive technology for the purposes of reasonable adjustments, students are to liaise with the Student Disability and Accessibility team.

3.4.5.b Managing student misconduct in exams

Proctors are responsible for managing misconduct in exams. Possible breaches amounting to misconduct during an exam (i.e. turning off webcams, copying, using prohibited materials) must be noted and reported immediately following the conclusion of the exam. Students are not to be stopped from completing their exam.

For centrally administered exams, the proctor will submit an incident report to Exams and Progression, along with any evidence of alleged cheating or misconduct, such as the removal of the exam paper from the venue or the copying of exam questions via screenshots. Exams and Progression will provide a copy of the incident report to the relevant Course Convenor.

For all other exams, the proctor will provide the incident report directly to the Course Convenor.

In all cases, the Course Convenor will, where appropriate, raise an academic integrity concern as per the *Student Breaches of Academic Integrity Procedure*.

3.5 Deferred assessment

If a student is unable to attend an exam, test, or quiz, due to either known or unforeseen events, they may apply for a deferred assessment.

3.5.1 Eligibility for deferred assessment

An application for a deferred assessment can be made on the following grounds:

- a) An exam timetable that falls outside the timetabling requirements outlined in [section 3.4.2](#).
- b) Illness or medical condition. The medical certificate must be issued by a registered health practitioner and confirm that, in their professional opinion, the student is unfit to sit the assessment.
- c) Accident or misadventure.
- d) Disability.
- e) Bereavement.
- f) Technical issues (e.g. localised power outage, loss of internet connectivity).
- g) Unavoidable work commitments. Work commitments are considered as grounds for a deferral only where a student is experiencing financial hardship, has been refused leave, or has been directed to undertake unusual or extraordinary duties beyond their control.
- h) Sporting or cultural commitment at the state, national or international level.
- i) Religious or cultural obligations.
- j) Other compassionate or extraordinary circumstances.

Documentation requirements to substantiate applications for deferred assessment are outlined comprehensively in [Appendix 2](#).

Deferred assessment will not be granted for holidays/travel, student error in reading the timetable or where a student could reasonably be expected to avoid the circumstances that prevented them from attending (e.g. not completing a practice test for an online exam, oversleeping). Where students have agency in selecting the timing of their assessment, it is their responsibility to select a time at which they can attend.

Re-attempted assessment, granted under the provisions of academic recovery, are not eligible for deferral.

Requests for deferred assessment must be submitted online with appropriate documentary evidence no later than three calendar days after the scheduled date.

3.5.2 Managing deferred assessment

Applications for deferred exams for centrally conducted exams are considered by the Senior Manager, Exams and Timetabling or their nominee. All other applications for deferred assessment are considered by the Course Convenor.

If a deferred assessment is granted, the deferred assessment will carry the same weighting as the original assessment. For school-based assessment, Course Convenors need to be mindful of academic integrity risks in deciding whether to consider the task as simply rescheduled or to provide the student with a replacement assessment task of the same weighting and comparable form/intent relative to the learning outcomes.

Students granted a deferred assessment are eligible for the full range of grades available for that course. Students granted a deferred exam, however, are not eligible for a supplementary exam (refer to 3.9.3), as a significant concession has already been provided in the granting of a deferred assessment. Only in cases of technical issues associated with an online exam will students be considered for supplementary assessment after a deferred exam. In exceptional circumstances, the Dean (Learning and Teaching) may approve School-based supplementary assessment after a student has completed a deferred exam.

Students who have been granted a centrally administered deferred exam are expected to be available to sit their exams on any day or days of the specified period. The timing of school-based deferred assessment is at the discretion of the Course Convenor.

3.5.3 Rescheduling deferred assessment

Rescheduling a deferred in-trimester assessment is not permitted.

Students who experience serious illness, bereavement, or other exceptional circumstances that demonstrably render them incapable of attempting the scheduled exam or end of trimester assessment immediately prior to the deferred/supplementary exam period may submit a request to sit the exam on an alternate date.

The provisions below also apply when seeking to reschedule a supplementary assessment.

Requests must be submitted to Exams and Progression prior to the scheduled exam date and must include appropriate supporting documentation that explains how the circumstances impact on the student's capacity to sit the exam at the scheduled time.

Where a request is made on the grounds of serious illness, supporting documentation from a registered health practitioner must explicitly attest to:

- the severity of the condition; and
- the extent to which the condition prevented the student from attempting the exam, rather than merely confirming a diagnosis or medical consultation.

Where a deferred or supplementary exam conflicts with a student's religious observance obligations, the student must notify Exams and Progression within 2 working days of the publication of the deferred or supplementary exam timetable. The request must be supported by signed documentation from a recognised local religious leader confirming the nature and timing of the observance (see [Appendix 2](#) for further information on documentation requirements). The provision of supporting documentation does not guarantee approval of the request. Rescheduling a deferred or supplementary assessment is subject to the nature of the assessment. For some assessment types (e.g. practical or clinical assessments), further rescheduling may not be possible. Where there can be no scheduling of a deferred or supplementary assessment, the exception must be approved by the Dean (Learning and Teaching) and specified in the Course Profile.

Where a student has exhausted all available deferred or supplementary assessment opportunities, no further deferrals will be granted. If a student remains unable to complete an assessment due

to ongoing exceptional circumstances, they may apply to withdraw after the census date due to special circumstances.

3.6 Submitting assessment

The Course Profile provides students with both a due date and time for assessment submissions. In most cases, submission will occur electronically via the Learning@Griffith course site.

Where students are required to submit an assessment in person, students must be advised of how to submit their assessment.

3.6.1 Electronic submission

Learning@Griffith allows for electronic submission of many assessment formats. Occasionally (i.e. when working with large file formats) students will be advised of other means to submit or upload their assessments.

When submitting via the Learning@Griffith course site, students receive a date and time confirmation on screen that the assessment task has been successfully uploaded and submitted. Students are responsible for ensuring the files submitted for assessment can be opened, that it is the correct version and is able to be viewed at the final submission point. Where a file cannot be opened or viewed, late submission penalties apply. Students should retain a copy of their confirmation receipt.

Students are required to keep an electronic copy of all submitted assessment tasks, unless the format of the assessment task precludes a copy being made and stored. In the case of online exams, students do not retain their exam papers.

In the event that assessment submission tools within Learning@Griffith experience service disruption or outages that impact on submission deadlines for assessment tasks, the Course Convenor will grant a 24-hour extension. The new time and date of submission will be confirmed via Learning@Griffith (or via email in the case of a broader systems issue).

3.6.2 Extensions

If, due to circumstances beyond their control, a student is unable to meet the deadline for an assessment task (See [Appendix 1](#) for eligibility), they can request an extension. Reasons for seeking an extension, maximum extension periods (expressed as calendar days) and documentation requirements are outlined in the table below:

Grounds	Maximum extension period without supporting documentation – eligible individual assessment types only	Maximum extension period with supporting documentation or once limit on no-documentation extensions has been reached
Illness or medical condition	3 days	14 days
Personal safety grounds, which includes gender-based violence	3 days	14 days
Disability – only for students registered with Disability and Accessibility Services	14 days	N/A
Bereavement	3 days	14 days

Grounds	Maximum extension period without supporting documentation – eligible individual assessment types only	Maximum extension period with supporting documentation or once limit on no-documentation extensions has been reached
Unavoidable work commitments	3 days	3 days
Religious or cultural obligations	3 days	3 days
Other compassionate or extraordinary circumstances	3 days	3 days

Students can receive one approved extension without documentation for eligible assessments of up to three calendar days per course. Any further extension requests in that course during the same trimester require supporting documentation. The count resets at the start of each trimester. Students registered with Student Disability and Accessibility will have their adjustments reviewed after two extensions of up to 14 calendar days per course, however the supporting documentation requirement will not be imposed.

An application for an extension must be submitted online by the due date. Applications must include the acceptance of the student statement of responsibility for learning. Where an extension is sought, students also acknowledge that the stated timelines for the return of marks and feedback are likely to be extended.

All extension applications for group assessments must include appropriate supporting documentation. Where possible, agreement from other group members should be provided, as Course Convenors will consider how the request for extension may impact the performance of other students in the group. Unless otherwise stated, the assessment task is to be submitted at the same time on the new due date as required on the original due date.

The length of the extension is determined by the Course Convenor and is based on the number of days indicated in the supporting documentation. The Course Convenor retains the discretion to adjust this duration to ensure academic integrity is not compromised. Extensions for theses/dissertations are subject to special provisions (refer to the *Dissertation Management Procedure*).

No extensions are allowed for assessment tasks (re)submitted for academic recovery.

3.6.3 Late submission and penalties

Assessment tasks submitted after the due date/time will be subject to penalty unless the Course Convenor has approved an extension.

Late penalties accrue in increments of calendar days or parts thereof (i.e. an assessment that is due at noon on Friday is considered 4 days late if submitted at 2pm on Monday afternoon). The penalty is the reduction of the mark allocated to the assessment task by five percent (%) of the total possible weighted mark for the assessment task per day. Assessments submitted more than seven calendar days after the due date will be awarded zero marks.

Lateness penalties are not a reflection of the academic merit of the assessment for the purposes of establishing eligibility for academic recovery.

3.7 Feedback and marking

Feedback and marks provide students with information about the extent to which their performance on an assessment task aligns with or diverges from defined standards of achievement. Feedback, including on unmarked or formative activities, further supports students to track their progress and to understand areas of strength and those benefitting from further development.

Under normal assessment conditions, Course Convenors are responsible for returning feedback and marks on assessment tasks to students with sufficient time for students to apply the feedback to their learning and subsequent assessment tasks. Where students submit or complete work late, either with or without an extension or deferral, it may not be possible for Course Convenors to meet these timelines.

It is the Course Convenor's responsibility to ensure that all examiners involved in the marking process are trained and participate in moderation activities to support consistent application of marking criteria and equitable feedback practices.

3.7.1 Feedback

Feedback comes in a variety of forms (e.g., written, oral, visual, automated, AI generated, via rubrics, modelling of good approaches, etc.) and may be formal or informal in nature. Feedback may come from teaching staff, peers, critical self-reflection, workplace supervisors or industry mentors (in work-integrated learning (WIL) courses) and resources including textbooks with answer keys, online or AI-enabled sources. It may be addressed to individual students or to a group based on common features of student performance on a task.

The Course Convenor uses the Learning@Griffith course site to advise students of when and how they will receive feedback, noting the requirements for some form of feedback prior to the census date and for feedback to be returned prior to students completing the next assessment task.

Where students are to provide feedback to peers as part of the learning or assessment activities, Course Convenors will provide guidance on effective feedback practices.

Students are encouraged to make full use of all sources of feedback and are responsible for giving feedback due consideration, including asking questions if it is unclear to them.

3.7.2 Marking

Assessments are marked according to defined criteria that indicate the extent to which students have demonstrated the knowledge, understanding and skills required to meet the course learning outcomes. Marks are awarded for each assessment task.

3.7.2.a Recording and releasing marks

Examiners and Course Convenors enter marks for each assessment task, including end of trimester exams, using the Markbook in the Learning@Griffith course site. The configuration of the Markbook in the course site, especially the weightings for tasks and subtasks, must match the Course Profile to enable alignment with the Grade Management System (GMS). Course Convenors are responsible for mapping the assessments from the course site to the GMS; it is advisable to do this before any marks are entered into the Markbook.

In accordance with the *Student Academic Misconduct Policy*, where a potential breach of academic integrity has been identified, the examiner will not mark the assessment task, and no mark will be recorded until a decision has been made as to whether there has been a breach of academic integrity. Where there has been a finding of Incomplete Academic Practice, the marker will clearly explain it to the student and will record the educative response, which may or may not include the deduction of marks.

Marks are made available to students securely through Learning@Griffith. Course Convenors are to release marks to students as soon as possible at the conclusion of marking for an assessment task and, in the case of the final assessment task, normally prior to the approval and publication of grades. Teaching teams are required to moderate marks for individual assessment tasks prior to marks being released to students.

Marks are not to be posted publicly or to be shared with anyone beyond the student who completed the assessment.

Course Convenors and examiners are not required to include marks as part of their recommended grade, except for Honours Dissertation courses, where marks are required to calculate the Honours classification. Grades for theses/dissertation courses are subject to special provisions (refer to the *Dissertation Management Procedure*).

Students should keep a copy of their marked assessments and the accompanying feedback in case of dispute or error.

3.7.2.b Moderation

Marking guides/rubrics stipulate the predetermined assessment criteria and accompanying standards. These guides/rubrics are to be made available to students via the Learning@Griffith course site at the start of the teaching period. Where rubrics are co-designed with students as part of the learning activities in the course, these are to be made available to the students via the course site within 1 week of them being determined and at least 2 weeks before the task due date. Marking guides/rubrics are also used to provide consistency in marking across examiners.

Where students are required to engage in self or peer assessment (i.e. as part of a group task to assess individual contributions to the final submission), these forms of assessment must follow clear criteria. The role of self or peer assessment in determining the overall mark for the task must also be communicated to students. To maintain fairness and academic standards, examiners must participate in the moderation of self and peer assessments and may maintain or modify the result.

Records relating to the moderation of marks and grades are to be retained for two years from the publication of grades for the course.

3.7.3 Return, retention and disposal of assessments

Assessments submitted electronically will typically be marked and feedback provided in Learning@Griffith. Where students submit their assessments via other means, teaching staff may return the assessment items in class. If due to absence, a student fails to collect their assessment item in class, it will be returned to the School office (or other nominated location) for collection after two consecutive teaching weeks. Schools are required to retain uncollected assessment materials for six months from the date of grade publication. After six months, all assessment material may be destroyed, except for material which relates to unresolved appeals. Marks for individual assessment items are to be retained for two years from the publication of grades for the course.

Student assessment may, subject to any other conditions (e.g. as defined by a WIL agreement with a third party), be used as exemplars for educational purposes. Any student work used for educational purposes will normally be deidentified. Students will be asked for permission to use any assessment for research or promotional purposes.

3.8 Grades

A grade is the result of aggregating and weighting the marks achieved in individual assessment tasks for a course. A student's overall grade for a course is awarded by the relevant Dean (Learning and Teaching) on the recommendation of the Course Convenor and the endorsement of the Deputy Head of School (Learning and Teaching) or Head of Department (GBS).

3.8.1 Grading Scale

Course grades, with the exception of those for dissertations in Honours and relevant Masters programs (see *Dissertation Management Procedure*), are awarded based on the following scale. Marks falling between grade brackets will be rounded up.

Grade	Descriptor	Corresponding Marks	Explanation
7	High Distinction	85-100%	The student has demonstrated an exceptionally high quality of performance or standard of learning achievement.
6	Distinction	75-84.9%	The student demonstrated a high quality of performance or standard of learning achievement
5	Credit	65-74.9%	The student demonstrated a good quality of performance or standard of learning achievement
4	Pass	50-64.9%	The student demonstrated a satisfactory quality of performance or standard of learning achievement.
3	Fail	45-49.9%	The student demonstrated an unsatisfactory quality of performance or standard of learning achievement. There was evidence of achievement of desired learning outcomes close to the passing standard but insufficient to pass.
2	Fail	25-44.9%	The student demonstrated an unsatisfactory quality of performance or standard of learning achievement. There was evidence of achievement of desired learning outcomes below the passing standard.
1	Fail	1-24.9%	The student demonstrated an unsatisfactory quality of performance or standard of learning achievement. There was evidence of achievement of desired learning outcomes significantly below the passing standard.
0	FNS	0	Did not present any work for assessment

In exceptional circumstances (e.g. a technical failure in an assessment platform affecting a whole cohort), the Dean (Learning and Teaching) may alter this grading scale. Such alterations should not disadvantage students.

Where external accreditation bodies require the use of a different grading scale, this must be approved by the Dean (Learning and Teaching) and be published in the Course Profile.

3.8.2 Grade point average (GPA)

Grades for individual courses are used to calculate a student's Grade Point Average (GPA), which is the weighted average of the numerical value of all final grades credited towards an award program.

3.8.3 Non-standard grades

Grades may also be recorded as a 'Non-graded Pass' (NGP) or 'Non-graded Fail' (NGF) when the course is assessed on a pass/fail basis.

Other grades that may be awarded are:

- a) Withdraw with Failure (WF) - Cancelled enrolment in the course after the final date for withdrawal without failure.
- b) Withdraw (W) - The student has withdrawn from the course. This grade is not included in the calculation of their GPA. This grade appears beside the course on the academic record when the withdrawal from the course is after the last date to drop a course without being liable for fees, up until the final date for withdrawal without failure.
- c) No Grade Associated (NOG) – This grade is an administrative grade applied in lieu of a fail grade (1, 2, 3, WF, NGF and FNS). When awarded, a fail is not recorded on the student's academic record, and the grade is excluded from the calculation of their GPA. This grade is to be only used where the University determines there is good cause, or in the case of a disruptive event.

3.8.4 Grade Review

Grade Review processes provide a formal mechanism for academic oversight of assessment outcomes at the course level, supporting the Deputy Head of School (Learning and Teaching) in advising the Dean (Learning and Teaching) on student achievement, standards, and progression.

The process confirms the completeness and accuracy of grade data and provides assurance that appropriate moderation processes have been undertaken. It also identifies courses requiring further review of assessment, marking, or moderation practices, recommends the award of supplementary examinations, and supports the determination of grades-based prizes.

Grade Review is undertaken by the Deputy Head of School (Learning and Teaching) or equivalent, and Academic Support Officer(s) and is held at the end of each trimester, or at the completion of marking for courses delivered outside standard teaching periods, to enable timely progression decisions.

Outcomes are reported to the Dean (Learning and Teaching), typically via the Grade Management System, with any significant matters escalated to the relevant School Committee. Broader trends and issues identified through these meetings inform the annual course and program review process.

3.8.5 Notification of grades

Following the approval of grades by the Dean (Learning and Teaching), students can view their grades on myGriffith.

3.8.6 Changes of grades

A final grade cannot be changed except to correct an error or as a penalty for disciplinary reasons. Requests to change grades more than a calendar year after the student was enrolled in a course require the Course Convenor to specify reasons why the error had not been previously identified. Changes of grades, including the resolution of unfinalised grades, are requested by the Course Convenor via the GMS.

Grades that are unfinalised or unavailable at the time of the general release of grades (e.g. RW, SUP, SSP, DEF) must be finalised by the following dates:

Trimester	Finalisation Date
Trimester 1, Study Session 1 Teaching Periods 2 and 3	September 30
Trimester 2, Study Session 2 Teaching Periods 4, 5 and 6	March 31 of the following year
Trimester 3, Study Session 3, Teaching Period 1	April 15

Grades that remain unfinalised by these dates are converted to a Fail (3, 2, 1, FNS or NGF). Fail grades awarded through this process cannot be changed.

Where there is a reason (e.g., elite athlete, veteran, illness, accident, disability or other compassionate circumstances, awaiting examiner's reports) for the grade remaining unfinalized beyond the applicable date, the Dean (Learning and Teaching) may approve the finalisation of the grade to be held over to a specified date, no later than six months after the date as mentioned above for finalising the grade. This may be extended to no later than 12 months where a student is restricted in finalising the grade due to exceptional circumstances. The Dean (Learning and Teaching) must satisfy themselves that the student:

- cannot complete the course within the nominated six-month extension period; and
- is not restrained by registration or accreditation requirements.

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

3.9 Academic Recovery

Academic recovery provides allowances and additional opportunity for students to demonstrate their attainment of course learning outcomes. Due to the potential impact on student progression, some form of academic recovery is expected in most core and major courses, including in gateway courses. Academic recovery options do not apply for theses/dissertations - refer to *Dissertation Management Procedure*.

3.9.1 Special consideration

If a student believes their performance in any completed assessment task has been seriously impacted due to circumstances beyond their control, they may apply for special consideration. Requests for special consideration for an assessment task must be submitted online with appropriate documentary evidence (see [Appendix 2](#)) no later than three calendar days after the due date of the assessment task or the date of the exam.

Special consideration does not apply to any re-attempted or re-submitted assessment task.

Special consideration applications are assessed by the Course Convenor and may result in the application being denied or approved with one of the following outcomes:

- An adjustment of marks on the assessment task.
- An opportunity to undertake an alternative or replacement assessment task that provides an additional opportunity to demonstrate attainment of the learning outcomes.
- A review of the final grade for the course (this may or may not result in a change of grade).

3.9.2 Resubmission or reattempt

Resubmission or reattempt of an assessment task allows students an additional opportunity to demonstrate achievement of the learning outcomes assessed by a given assessment task. Resubmission applies to assessment types where it is possible for the original assessment piece to be revised. Reattempt is offered for assessment events or where a new but comparable assessment task is set. Resubmission and reattempt apply only to school-based assessments; not to centrally-conducted exams. See [Appendix 1](#) for further information.

The Course Profile will indicate which assessment tasks, if any, allow resubmission or reattempt and will outline any eligibility criteria, such as a minimum mark on the task. Course convenors will determine if a student is eligible for resubmission or reattempt and will inform the student in writing of their eligibility when returning marks and feedback on the assessment task. Students will have no more than 5 days from this notification to resubmit or reattempt the task.

Only one opportunity to resubmit or reattempt any single piece of assessment will be awarded.

Students may achieve a mark no higher than a pass (typically 50%/NGP) for any resubmitted or reattempted assessment. Where the student fails to meet the requirements for a pass, they will be awarded the higher of the two marks achieved.

3.9.3 Supplementary assessment

Supplementary assessment is a new assessment task designed to provide students with an additional opportunity to demonstrate achievement of the learning outcomes of the course. The Course Profile will indicate if a course offers opportunities for supplementary assessment.

To be eligible for supplementary assessment, students must satisfy the following conditions:

- a) Have completed/submitted all assessments in the course; AND
- b) Have received a grade of 3; OR
- c) Have achieved an overall mark equivalent to the grade of 3 or higher but have not passed one or more mandatory pass components.

Students due to graduate at the end of the trimester who have not passed one or more courses in their final trimester of study will, regardless of whether the course normally allows supplementary assessment, be offered supplementary assessment for each failed course. This excludes honours dissertation courses and postgraduate coursework programs that include dissertation courses (refer to *Dissertation Management Procedure*). Students due to graduate must nonetheless meet the same eligibility criteria as stated above.

Students are allowed one attempt at supplementary assessment per course per trimester. Where students have already been granted an opportunity for academic recovery via resubmission or reattempt, they are not eligible for supplementary assessment. Courses can only offer both a resubmission/ reattempt option and supplementary assessment with the approval of the Dean (Learning and Teaching) where there are accreditation or similar requirements.

Where a student passes the supplementary assessment task, they will be awarded a grade of 4 (or NGP for non-graded courses). Where the student fails the supplementary assessment task, the original grade of 3 (or NGF for non-graded courses) will remain.

3.9.4 Rescheduling of supplementary assessment

Rescheduling a supplementary assessment or exam is only applicable in exceptional circumstances. See [section 3.5](#) for eligibility conditions and requirements.

3.10 Appeals and complaints

Requests for appeals and reviews of decisions relating to assessment are allowed only on the grounds of process, not academic judgement.

In all cases, the first step in any complaint, review or appeal is to first contact the person responsible (typically the Course Convenor) or other decision-maker to gain greater understanding of the situation or of the decision before making an application for review or lodging a complaint. Raising concerns in a timely manner enables resolution while a course is in process and reduces the likelihood of delays that adversely affect progression.

3.10.1 Special consideration

Where a student believes their request for special consideration has been wrongly dismissed, they may seek a review of that decision within 10 working days, as specified in the *Student Review and Appeals Policy*.

3.10.2 Deferred assessment

Where a student believes their request for deferred assessment has been wrongly dismissed, they should endeavour to complete or submit the assessment by the original due date and seek a review of decision within 10 working days, as specified in the *Student Review and Appeals Policy*. Where a review or appeal sets aside the original decision, the student will be offered an opportunity for academic recovery or special consideration and/or any lateness penalties accrued due to late submission will be waived. In cases of significant disruption where the student cannot complete the assessment by the original due date, they may also apply for withdrawal due to special circumstances.

3.10.3 Marks and grades

Marks on individual assessment tasks cannot be reviewed (remarked) under the *Student Review and Appeals Policy* as these concern academic judgement. Where students have questions or concerns about their feedback or about how marks have been awarded for an individual assessment task, they should discuss their concerns with the Course Convenor upon receiving their mark and feedback to better understand the academic judgements that have been made.

Where marking and/or feedback processes for assessment tasks requiring academic judgement for subjective tasks are automated, students may request a review of marks to ensure there has been no error in the application of marking criteria.

Reviews and appeals of final grades are permitted only where the student believes there has been a calculation error.

Support for students querying a final grade or wishing to complain about assessment processes is available through the student advocacy services.

4.0 Definitions

For the purposes of this policy and related policy documents, the following definitions apply:

Academic integrity is about ensuring the integrity of the University's courses or programs and assessment requirements and processes, so that students are able to present yourself as having the appropriate knowledge, experience and expertise implicit in the holding of a particular award.

Assessment is the process of designing, collecting, and evaluating evidence of student learning to determine the extent to which students have achieved specified learning outcomes, and to support and enhance their ongoing learning.

A **course** is a component of a qualification, normally undertaken over a single trimester, in which the student enrolls and on completion of which the student is awarded a grade, such grades appearing on a student's academic transcript. Learning outcomes, assessment tasks and achievement standards are specified for each course appropriate to a level and qualification type.

A **Course Convenor** is the academic staff member appointed by the Head of School to have responsibility for the management of teaching and assessment of a course, including developing course assessment plans, standard setting with the teaching team, undertaking and guiding moderation processes including coordinating moderation between examiners and recommending grades for approval. Where a course is offered on more than one campus, this role is undertaken by the Primary Course Convenor, who is responsible for assuring that the assessment standards and outcomes are consistent across all campus offerings of the course.

Feedback is information provided to students about the extent to which their performance on an assessment task, or learning activity, aligns with defined criteria or standards of achievement. Feedback may be formative or summative, formal or informal, and is intended to support student learning, help students track progress, identify strengths and areas of improvement, and inform future learning or assessment tasks. Feedback may be provided in a variety of format, including written, verbal, visual or digital forms, and may be provided by teaching staff, peers, or through self-reflection.

A **grade** is the result students receive in a course through the process of aggregating and weighting the marks achieved in individual assessment tasks.

A **gateway course** is a core (or major) course in a program that uses more secure forms of assessment to ensure students meet their Program Learning Outcomes (PLOs) and major-specific knowledge and skills.

A **program** is an approved program of study. A student is admitted to a program.

A **Program Director** is the academic staff member appointed by the Dean (Learning and Teaching) responsible for the program and for assuring the overall pattern of assessment, to which individual Course Assessment Plans within the relevant Course Profiles contribute, achieves the stated outcomes of the program. The Program Director is responsible for making decisions on assessment matters pertaining to the progress of students through the program.

A **student** is a person who has an active enrolment status in a course at Griffith.

The **Teaching Team** consists of the academic staff teaching in a course. The Teaching Team, working under the direction of the Course Convenor, is responsible for providing students with consistent information about assessment requirements, reviewing and moderating the marks and feedback practices of individual examiners to assure consistency in academic achievement standards.

5.0 Information

Title	Assessment Procedure
Document number	2026/0000568
Purpose	This Procedure outlines the requirements of assessment practices at Griffith University. This Procedure supports the <i>Assessment Policy</i> and sets out the process for submission, feedback and marking of assessment in courses. It also outlines processes for seeking adjustments to assessments and academic recovery provisions.
Audience	Student and Staff
Category	Academic
Subcategory	Learning and Teaching

Approval date	1 June 2026
Effective date	Trimester 2, 2026
Review date	2029
Policy advisor	Senior Manager, Exams and Timetabling
Approving authority	Deputy Vice Chancellor (Education)

6.0 Related Policy Documents and Supporting Documents

Legislation	Higher Education Support Act 2003 Higher Education Standards Framework (Threshold Standards) 2021
Policy	Assessment Policy Information Technology Code of Practice Student Academic Integrity Policy Student Complaints Policy Student Review and Appeals Policy Students with Disabilities Policy
Procedure	Course Approval Procedure Dissertation Management Procedure Student Breaches of Academic Integrity Procedure Student Complaints Procedure Student Review and Appeals Procedure Students with Disabilities Disclosure Procedure
Local Protocol	Calculation of Grade Point Average Local Protocol

Appendix 1: Assessment types and allowances

Note: Students can receive one approved extension without documentation for eligible assessments of up to three calendar days per course. Any further extension requests in that course during the same trimester require supporting documentation. The count resets at the start of each trimester. Students registered with Student Disability and Accessibility will have their adjustments reviewed after two extensions of up to 14 calendar days per course, however the supporting documentation requirement will not be imposed.

Assessment type	Definition	Eligible for deferred assessment (supporting documentation required)	Eligible for extension		Eligible for resubmission (where approved)	Eligible for reattempt (where approved)
			Up to 3 days (no supporting documentation required)	4 days or more (supporting documentation required)		
Academic development – holistic assessment	A holistic assessment of a student's academic development over a trimester or teaching period. This may include assessment of several aspects if assessing a range of aspects over a trimester, e.g., time management, consultation with staff, completion of folio requirements, response and safe studio practice, conceptual, expressive and aesthetic development, or holistic assessment of ethical or professional behaviour over a trimester on campus.	-	✓	✓	✓	-
Clinical/Laboratory	Demonstration of the skills in a laboratory or clinical setting.	✓	-		✓	✓
Creative synthesis	Creative synthesis relevant to the field. This can be technical or artistic and may result in the creation of a product, object or event, e.g., an engineering model or musical composition, website, games, architectural or artistic drawings, graphic designs, development of a database, computer programs, model or artefact.	-		✓	✓	✓

Assessment type	Definition	Eligible for deferred assessment (supporting documentation required)	Eligible for extension		Eligible for resubmission (where approved)	Eligible for reattempt (where approved)
			Up to 3 days (no supporting documentation required)	4 days or more (supporting documentation required)		
Exam – combination of selected and constructed response	An exam that includes a mixture of selected and constructed responses.	✓	-	-	-	✓ School-based only
Exam – constructed response	An exam that includes essays, short answers, concept maps (or similar) where the student must construct their own response.	✓	-	-	-	✓ School-based only
Exam – oral	An exam with an unscripted oral response required to questions from an examiner or providing an unscripted oral defence of a position e.g. for a thesis, oral defence of a poster, viva voce.	✓	-	-	-	✓ School-based only
Exam – practical or laboratory or clinical or creative	A practical exam requiring the demonstration of a practical skill under exam conditions or that is observed on campus.	✓	-	-	-	✓ School-based only
Exam – selected response	An exam that asks the student to select from responses provided and includes multiple-choice questions, labelled diagrams, true/false, matching.	✓	-	-	-	✓ School-based only
Laboratory report	Demonstration and/or written report of the performance of skills in a laboratory or clinical setting	-	-	✓	✓	✓

Assessment type	Definition	Eligible for deferred assessment (supporting documentation required)	Eligible for extension		Eligible for resubmission (where approved)	Eligible for reattempt (where approved)
			Up to 3 days (no supporting documentation required)	4 days or more (supporting documentation required)		
Log of learning activities	Log of learning activities that have been undertaken. This log could be completed on campus, out-of-class or in the workplace and might include professional experience logs, diaries or workbooks, exercises completed for a tutorial, clinical logbook, flight evaluation/CASA achievements record.	-	✓	✓	✓	-
Participation	Contributing through discussion, action or writing to the learning activities and tasks.	-	-		-	-
Peer assessment	A peer's assessment of the student's ability to complete or contribute to the assessment outcomes (e.g. contribution to a group project)	-	-		✓	-
Performance - artistic	An artwork, art exhibition or performance event created through actions executed by a student, which may be live or recorded, spontaneous or scripted.	-	-	✓	-	✓
Portfolio evidence	The student constructs a body of evidence of their activity and level of achievements over a period, using any type of media. Typically includes some aspects of reflection or analysis. This can be completed on campus, out of class, or in the workplace.	-	-	✓	✓	-
Practice-based assessment	A combination of a single event performance or presentation together with substantial written analysis and or reflection of that performance or presentation.	-	-	✓		✓

Assessment type	Definition	Eligible for deferred assessment (supporting documentation required)	Eligible for extension		Eligible for resubmission (where approved)	Eligible for reattempt (where approved)
			Up to 3 days (no supporting documentation required)	4 days or more (supporting documentation required)		
	(Where repeated performances are collected and analysed over a period of time, the title 'portfolio evidence' should be used.)					
Presentation – oral	Demonstrating oral communication skills that are appropriate to the field of study, including technical or professional communication skills (e.g., oral presentation, speeches, moot court, debates). This may include pre-recorded forms of presentations. Workplace-based assessment is excluded.	-	-	✓	-	✓
Self-assessment	Where students are asked to judge the quality of their own work against criteria.	-	-	✓	✓	-
Student-negotiated assessment	Where a student can individually negotiate, with the approval of the Course Convenor, the type of assessment they undertake, which will be one of the other defined types.	-	-	✓	✓	✓
Test or quiz	More limited in scope of material covered than an exam. Can be given throughout the trimester, is usually short in length, may focus on only one aspect of the course and is often undertaken in class. A test or quiz can include multiple types of questions.	✓	-		-	✓
Thesis/dissertation	For Honours or Masters programs only.	-		✓	-	-

Assessment type	Definition	Eligible for deferred assessment (supporting documentation required)	Eligible for extension		Eligible for resubmission (where approved)	Eligible for reattempt (where approved)
			Up to 3 days (no supporting documentation required)	4 days or more (supporting documentation required)		
	A report on a scholarly project based on or manifested in rigorous experimental, theoretical, creative, empirical, design inquiry or a written component that addresses the theoretical and conceptual issues inherent in the research.					
Workplace-based assessment	Assessment conducted within the workplace and/or practice setting, most often as a placement or practicum. Can include assessment reports from supervisors or direct observation of the student, or discussion with the student.	-	-	✓	✓	✓ -
Written assignment	An assignment based on extended writing and that may include critical analysis, for example, article review, bibliography, case study, critical analysis, essays, letters, news story, literature review, note-taking, problem-solving, research or planning/proposals. This type includes assignments requiring the submission of a report of field experience (e.g., court report, field report).	-	✓	✓	✓	-

Appendix 2 – Supporting documentation requirements

Students applying for deferred exams or assessments, extensions or special consideration require supporting documentation in most circumstances. The following provides guidance on the standards to which supporting documentation must adhere.

Where the application relates to a circumstance over a period leading up to the exam date or the due date for an assessment task, the duration of the period concerned must be specified in the supporting documentation. This will be considered in determining the impact on the student's ability to complete the assessment task or prepare for the exam.

Students registered with Student Disability and Accessibility do not need supporting documentation when applying on the grounds of disability. For all other grounds, the usual documentation requirements apply, unless the assessment task is eligible for an extension without documentation.

Medical grounds

Applications on medical grounds require a medical certificate or a letter from a registered health practitioner or professional. The medical certificate must be signed, dated and include the practitioner's provider number or Australian Health Practitioner Regulation Agency (Ahpra) number and contact details. The certificate must:

- a) State the date on which the practitioner examined the student; AND
- b) Provide a professional opinion as to whether the student was -
 - not fit for duty, or
 - was suffering from a medical condition, or
 - was unfit to sit the exam on a relevant day, or
 - was unfit for study for [a specified period].

Note: for privacy reasons, diagnoses or details of the condition are not required.

International medical certificates are not accepted for students residing in Australia unless they fall sick while overseas. In such cases, documentation must be provided to confirm the student was overseas at the time of illness.

For extensions the medical certificate must be submitted by the assignment due date and outline the period for and extent to which the student's ability to study was impacted.

For special consideration or deferred assessment applications, the medical certificate must cover the date of the assessment and be submitted no later than three calendar days after the due date of the assessment.

The university reserves the right to verify and reject any medical documentation that cannot convince a reasonable person that the student is genuinely sick.

Disability grounds

Students applying for deferred assessment or special consideration on the basis of a registered disability require a letter of support from Student Disability and Accessibility. For assignment extensions, as provided for in [Appendix 1](#), no letter of support is required.

Other grounds

All other applications require suitable documentary evidence. In all cases, the documentation must contain the name, date and contact details of the person providing the evidence. Examples of appropriate documentary evidence are as follows:

- Bereavement notice.

- Letter from employer – When requesting a deferred assessment or exam for employment related reasons supporting documentation must address the exceptional circumstances. See [section 3.5](#) of the Procedure.
- Letter from a health practitioner or counsellor.
- Hospital admission documentation.
- Statutory declaration (signed by a Justice of Peace or appropriate authority, or valid digital statutory declaration completed in accordance with Commonwealth requirements). A statutory declaration must include sufficient information for the relevant decision maker to consider in support of the direct impact.
- Accident/police report.

Documentation requirements may be varied or waived by the Deputy Vice Chancellor (Education) to account for extraordinary circumstances (e.g. natural disaster, emergency event).