ASSESSMENT POLICY AND PROCEDURE (HIGHER EDUCATION COURSEWORK)

CONTENTS

1 PURPOSE 2
2 SCOPE 2
3 POLICY STATEMENT 2
4 PROCEDURE: ASSESSMENT PRACTICE 3
Assessment design and practice 3
Assessment tasks 3
Adjusting assessment tasks 5
Timing assessment 5
Marking assessment 6
Assessment feedback 8
Grades and results 8
5 PROCEDURE: ASSESSMENT MANAGEMENT 9
Academic integrity in assessment 9
Reasonable adjustments to assessment 9
Adjustments to assessment for students with a disability 9
Adjustments to assessment for students impacted by exceptional circumstances 10
Acceptable reasons for adjusting assessment for exceptional circumstances 10
Reasons not accepted for adjusting assessment 11
Adjustments to assessment in response to conscientious objection 11
Requesting adjustments to assessment or withdrawal from a unit 12
Supporting documents for requesting adjustments to assessment 12
Factors considered in deciding adjustments to assessment 13
Extensions of time for assessment 14
Deferred exams 16
Special assessment 17
Supplementary assessment 18
Pre-requisite unit requirements and subsequent unit enrolment withdrawal 19
Exam attendance 19
Disruption to exams 21
Exam room entry and exit rules 21
Materials allowed or restricted in exams 22
Student conduct during exams 22
Student illness before or during exams 23
Access to exam scripts 24
Access to past exam papers 24
Reviews and appeals 24
6 RESPONSIBILITIES 25
Compliance, monitoring and review 25
Reporting 25
Records management 25
7 DEFINITIONS 25
8 RELATED LEGISLATION AND DOCUMENTS 25
9 FEEDBACK 26
10 APPROVAL AND REVIEW DETAILS 26
11 APPENDICES 27
Appendix A: Exam administrative procedure (for employees) 27
Appendix B: Invigilator exam instructions to students 30

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CQUniversity Australia CRICOS: 00219C; TEQSA: PRV12073; RTO Code: 40939

1 PURPOSE

1.1 This policy and procedure outlines how assessment tasks for higher education coursework units are managed at CQUniversity, including:

a) principles and processes to be applied when designing, implementing and reviewing assessment tools/tasks, assessing the work of students, and making decisions relating to student assessment, and

b) processes for students to follow, and the support available to them regarding assessment in higher education coursework units.

2 SCOPE

2.1 This policy and procedure applies to:

a) assessable work undertaken by students enrolled in enabling, undergraduate and postgraduate coursework units offered by CQUniversity, and

b) students, employees, and people contracted by or in partnership with CQUniversity who are responsible for assessment-related activities, including teaching and administration.

2.2 This policy and procedure does not apply to:

a) honours or higher degree theses

b) vocational education and training (VET) courses or units, English language courses[1] and short courses (professional development), or

c) assessment tasks undertaken by CQUniversity students in courses or units at other education institutions (e.g. cross-institutional study, learning abroad programs).

2.3 The term 'examination' (or 'exam') in this document refers to supervised (invigilated) formal exams. Exams are managed by the Students Directorate. Occasionally, invigilated exams are managed by a School. Tests managed by Schools are not exams.

3 POLICY STATEMENT

3.1 Assessment must meet the standards required under the Australian Qualifications Framework and tertiary education legislation[2], specifically the Higher Education Standards Framework (Threshold Standards) 2021.

3.2 Assessment must meet the University's standards outlined in the University's assessment-related policy documents, including this policy and procedure and the Learning and Teaching Framework, and relevant external professional accreditation standards.

3.3 Assessment must aim to enable students to achieve the academic standards expected by the University and its community including employers and the professions.

3.4 Assessment must achieve its intended purpose and be a valid, reliable basis for evaluating student achievement, performance or other competency.

3.5 Assessment practice and decision-making must aim to be fair, equitable, consistent and transparent.

3.6 Assessment tasks must align with learning goals, learning activities and learning outcomes, and provide evidence of a student's achievement of the learning outcomes, which are stated in the unit profile for every unit of a course.

3.7 Students must be provided with a clear statement of academic expectations for each assessment task they are required to complete, including regarding the use of generative artificial intelligence (AI) in completing the assessment task.

3.8 Students must be given timely, constructive feedback on their work to support their progress toward achieving the learning outcomes for their unit and course.

[1] English language courses include English Language Intensive Courses for Overseas Students (ELICOS).
[2] *Tertiary Education Quality and Standards Agency Act 2011* (Cwlth).

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3.9 The total assessment workload required of students must be proportionate to the unit's weighting.

3.10 Assessment practices must aim to be inclusive, catering for individual and group diversity, and support students with a disability. Reasonable adjustment to assessment must be consistent with the Disability Support Policy and Procedure (Students).

3.11 Adjustments to assessment to support students with a disability, those impacted by exceptional circumstances, or students who make a conscientious objection to using animals must be implemented in a way that is equitable and maintains the University's academic standards.

3.12 Assessment must be moderated in accordance with the Moderation of Assessment Procedure to maintain academic standards across the University and comparability of results between students.

3.13 Grades and results must be applied consistently in accordance with this policy and procedure, the Grades and Results Policy and with reference to assessment criteria published in the relevant unit profile.

4 PROCEDURE: ASSESSMENT PRACTICE

Assessment design and practice

4.1 Assessment design and practice must enable students to demonstrate their achievement of course and unit learning outcomes.

4.2 Assessment must be designed and implemented to enable all students an equal opportunity to access and fully participate in learning and assessment, regardless of student's background, in a way that maintains the University's academic standards, including course accreditation requirements.

4.3 Assessment methods must be consistent with the learning outcomes being assessed, capable of confirming that all specified learning outcomes are achieved, and the grades awarded reflect the level of student attainment.

4.4 Assessment design and practice must aim to educate and promote the values and practice of academic integrity[3], and to discourage any form of academic dishonesty, intended or otherwise, such as plagiarism, cheating or collusion (see academic integrity in assessment).

4.5 Quality assurance of assessment design and practice will be maintained through the academic governance cycle of course and unit approval, enhancement and review, and through moderation of assessment.

Assessment tasks

4.6 Each assessment task is aligned with one or more of the relevant learning outcomes and graduate attributes of the unit and course.

4.7 Learning outcomes for a course must be consistent with the course (qualification) level and field of education, informed by national and international comparators, and encompass discipline-related and generic outcomes, including:

a) specific knowledge and skills and their application that characterise the fields of education or disciplines involved

b) generic skills and their application in the context of the field/s of education or disciplines involved

c) knowledge and skills required for employment and further study related to the course of study, including those required to be eligible to seek registration to practise where applicable, and

d) skills in independent and critical thinking suitable for life-long learning.

4.8 A clear statement of the unit learning outcomes and their relationship to assessment tasks must be included in the unit profile.

4.9 Normally, the same learning outcome is not assessed more than twice in a unit.

[3] Further information about expected standards of academic integrity and assessment design in higher education is in the Tertiary Education Quality and Standards Agency Guidance Note: Academic and research integrity (February 2024).

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4.10 Assessment that is the same or substantially similar must not be re-used (recycled) in successive terms. Practical assessment may be an exception. The same assessment task type and same learning outcomes may be re-used, but the elements/content of the assessment must be sufficiently dissimilar to promote academic integrity and continuous improvement of learning and teaching.

4.11 The criteria against which all student assessment will be measured are clearly stated in the unit profile with the following details:

a) assessment task weightings

b) sub-tasks that are either pass/fail or weighted, but not both under the same assessment task specified passing criteria in terms of minimum performance standards or marks

c) due dates and dates for return of work to students

d) exam conditions (regarding invigilation, open/closed book, materials, use of mobile devices and smart watches, etc.)

e) assessment specifications (word limit, maximum length, presentation format, etc.) and any penalties for not complying with the specifications

f) required reference style to be used for all assessment tasks, and

g) details on how assigned group work and/or peer assessment will operate.

4.12 If students are required to achieve a minimum passing result for an assessment task to pass the unit, the minimum mark or performance requirement must be clearly stated in the unit profile.

4.13 Where students are required to cooperate and collaborate to complete assessment tasks, such as groupwork, students must be given clear guidance on expected ethical academic practice.

4.14 Assessment of student groupwork tasks must include some component of individual assessment. Self and peer evaluation alone is not sufficient to be considered an individual assessment.

4.15 The combined assessment for the unit must be appropriate to the level of the course (e.g. undergraduate, postgraduate) and proportionate to the number of credit points.

4.16 The total amount of time students are allocated for other learning activities must be considered when planning assessment tasks. The sum of class contact time, personal study, and time to complete all assessments must not exceed the notional student workload as defined in the Higher Education Qualifications Policy and Procedure.

4.17 Wherever possible, students must have an opportunity to practise or experience each type of assessment task that is used in the final (summative) assessment for the unit, and assessment tasks will cover a range of tasks that collectively test unit learning outcomes.

4.18 Work-integrated learning assessment tasks in a unit will be designed and assessed in accordance with this policy and procedure, and managed in accordance with the Work-Integrated Learning Policy and Procedure. Information that must be communicated to students about work-integrated learning (e.g. work placements) in the unit profile and promotional material is specified in the Work-Integrated Learning Policy and Procedure.

4.19 Compulsory or other requirements that preclude specific assessment adjustments (e.g. extensions of time for assessment, deferred exams, non-attendance) must be stated in the unit profile and be educationally defensible.

4.20 Student participation in learning activities (e.g. residential school, work placements) may only be compulsory if student achievement of learning outcomes in a unit substantially depends on student attendance or is a professional accreditation requirement. Any compulsory attendance requirements must be stated in the unit profile.

4.21 Where a unit's assessment includes an exam, only one exam of no more than three hours may be scheduled.

4.22 An exam cannot constitute more than 70 per cent of the assessment marks for the unit.

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4.23 Exams must not include multiple choice questions, unless their use is requested, educationally defensible and approved. The Curriculum Committee will decide each request.[4]

4.24 In addition to an exam, a unit may include a mid-term in-class test, which is managed by the relevant school.

Assessment tasks involving animal use

4.25 Learning and teaching activities, including assessment tasks, involving the use of animals must adhere to the Australian code for the care and use of animals for scientific purposes. Refer to the Animal Ethics Procedure for further information.

4.26 Details of any animal use in a unit must be included in the unit profiles so that students can be informed and request an adjustment to assessment in response to conscientious objection if required.

Adjusting assessment tasks

4.27 Adjustments to the nature and scope of any assessment tasks must not be made after the unit profile is published, unless it is:

a) necessary to maintain the integrity of assessment

b) negotiated assessment as an approved element of the assessment design, or

c) due to unforeseen circumstances.

4.28 Any such adjustments require approval by the Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee).

4.29 If the nature and scope of an assessment task is adjusted after the unit profile is published which will impact the student cohort in a unit, the adjustment also requires:

a) the relevant Course Committee's recommendation

b) communication by email and other form of writing (e.g. on the Learning Management System site), to all students enrolled in the unit in time for them to prepare for the change so that they are not disadvantaged, and

c) communication to employees with assessment responsibilities.

4.30 Reasonable adjustments to the standard conditions or format of assessment tasks (e.g. timing, physical environment, use of assistive technology) may be made to minimise the adverse impact of a student's disability or other exceptional circumstances on the student's learning or assessment, or in response to conscientious objection. Refer to the reasonable adjustments to assessment section for further information.

4.31 Where assessment is designed to be negotiated with students, as a group or on an individual basis, the process must be described in the unit profile. Affected employees and students must be notified in writing (e.g. email) by a specified date of any negotiated change.

4.32 Adjustments to assessment that are made to minimise disadvantage to individual students must ensure equivalency of workloads, learning outcomes, and inherent requirements[5] of the unit with the original assessment task and meet course accreditation requirements.

Timing assessment

4.33 Assessment deadlines are timed to take account of other academic demands on student time wherever possible (e.g. other assessments in the unit, requirements of other units, scaffolding of learning outcomes as appropriate to the level of study).

4.34 Students are given reasonable time to undertake or submit an assessment task, taking into consideration availability of materials and reference texts and practical or technical difficulties likely to be/that may be encountered.

[4] Reference: Academic Board resolution (24 March 2014) that no multiple choice questions be used in any exams after Term 2, 2014.

[5] 'Inherent requirements' as defined in the Disability Support Policy and Procedure (Students). The inherent requirements for each course are published in the CQUni Handbook.

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4.35 Due dates for summative assessment tasks cannot be earlier than the last day for enrolling in the unit.

Marking assessment

4.36 Units are graded or non-graded.

4.37 Graded units are marked on the basis of student academic performance in a unit against a range of numerical marks that equate to a particular grade. Graded units may also contain non-graded (pass/fail) assessment tasks within the unit's overall assessment structure.

4.38 Non-graded units are marked on a pass/fail basis.

4.39 A criterion-referenced approach is used for assessing all assessment tasks, including exams. (i.e. marks are awarded for achieving the criteria of the assessment).

4.40 Students who fail a single assessment task in a pass/fail unit or a pass/fail component in a graded unit will be deemed to have failed that unit, unless the unit profile includes provision for students to re-attempt a failed assessment task and the student passes the re-attempted assessment task or the assessment task re-attempt is otherwise approved (see marking re-assessment task attempts).

4.41 Assessment tasks, other than exams, must be marked according to the published assessment criteria (e.g. descriptors of standards to be achieved, grade descriptors, marking guides and weightings of criteria, as appropriate), including referencing, provided to students in the unit profile.

4.42 Marks must not be awarded for student attendance only. If attendance (of tutorials or lectures etc.) is a required component of a unit (e.g. for professional accreditation), this requirement must be clearly stated in the unit profile. Attendance will be recorded but no marks will be allocated (i.e. attendance is an ungraded component).

4.43 Student participation may only contribute to an assessment task or be marked as assessment if the participation is assessed against explicit criteria related to the unit learning outcomes or graduate attributes, and the participation assessment criteria are stated in the unit profile. No more than 10 per cent of marks in a unit may be allocated for student participation.

4.44 Reasonable adjustments will have no impact on how a student's assessment is marked/graded and cannot change the weighting on any assessment task.

4.45 If the total mark for the student's combined assessment for the unit is not a whole number, the mark is rounded up (0.5 and above) to the nearest integer to decide the grade to be awarded. This mark will be recorded as a percentage (e.g. 49.5 per cent becomes 50 per cent, which is a Pass).

4.46 Marks for individual assessment tasks are not rounded to the nearest integer, except for deciding eligibility for supplementary assessment (i.e. an SA or SE interim result) at the end of term (see supplementary assessment interim results).

4.47 When deciding eligibility for supplementary assessment, rounding will be applied to the percentage scored for an individual assessment task (e.g. 19.5/40 equals 48.75 per cent). Using this example, the percentage score is rounded to the nearest integer (i.e. 48.75 per cent is rounded to 49 per cent, which is a Fail). Note the raw score of 19.5/40 is not rounded to 20/40, which would equal 50 per cent but incorrectly inflate the actual percentage score to a Pass.

4.48 A student's mark for a supplementary assessment task (including exam) will replace the original failed assessment task in the grade book[6] and added to the student's other assessment scores/marks for the unit, along with a comment indicating the mark of the original assessment task. A revised overall mark is recalculated using the percentage weightings stated in the unit profile to decide if a student has passed or failed based on the same criteria, weightings and requirements applied to the original assessments (see implementing supplementary assessment).

4.49 Negative marking will not be used to deduct marks for errors or mistakes, except for behavioural or professional conduct assessment criteria.

[6] Grade book refers to Moodle 'Gradebook', the learning management system used by the University for recording marks and grades.

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4.50 Numerical marks for individual assessments must be included as part of the feedback to students on assessments. Similarly, where marks are used to compute the overall percentage, with appropriate weightings stated in the unit profile, the overall percentage will be made available to students through the learning management system at certification of grades.

4.51 Academic decisions, particularly those with potentially adverse implications for student progress (e.g. failure to satisfy academic standards), must be supported by documented evidence. Any documents additional to comments on an assignment or exam script must be retained in the relevant information system or student file.

Marking assessment task re-attempts

4.52 An assessment task re-attempt is an opportunity for a student to re-attempt and re-submit (or re-perform) assessable work (excluding exams) for re-assessment, where the student previously submitted the work and failed the assessment task.

4.53 Units may include a provision allowing students an opportunity to re-attempt the assessment task/s, fully or partially, if the details of how this will be implemented are:

a) approved by the Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee), and

b) stated clearly in the unit profile (unless the re-attempt is allocated under the Student Academic Integrity Policy and Procedure).

4.54 If an assessment task re-attempt is available in a unit or otherwise approved in line with this policy and procedure, the re-submission of an approved assessment task re-attempt is not self-plagiarism.

4.55 The Unit Coordinator (or nominee) will identify and inform students who are eligible for an opportunity to re-attempt an assessment task. The Unit Coordinator's decision to allow students an assessment task re-attempt must be applied to all students whose circumstances satisfy the associated assessment requirements stated in the unit profile.

4.56 In the case of a minor academic integrity breach, the Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee) may approve any assessment task re-attempt (or resubmission), where this provision is not clearly stated in the unit profile.

4.57 Students must have made a reasonable attempt to complete the assessment task initially to be eligible for an opportunity to re-attempt the assessment task.

4.58 Students who fail a single assessment in a pass/fail unit or a pass/fail component in a graded unit may be allowed an opportunity to re-attempt the assessment task if this is stated in the unit profile (see section 4.40) or is otherwise approved by the Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee).

4.59 Unless the unit profile states otherwise, students allowed to re-attempt an assessment task will be given one opportunity only to re-attempt the assessment task.

4.60 Students allowed to re-attempt an assessment task must re-attempt/resubmit the completed assessment task within seven consecutive days after receiving a mark for the initial assessment. The Unit Coordinator (or nominee) may extend this timeline if necessary, to enable the assessment to occur or if a student provides evidence of exceptional circumstances preventing them from meeting the timeline.

4.61 For the re-attempted assessment task, students may achieve a mark of no more than 50 per cent of available marks for the assessment, or the pass mark specified in the unit profile.

4.62 The mark achieved for the re-attempted assessment task will be recorded as the final mark (along with a note indicating the initial mark and the reason for the change).

4.63 Re-attempted assessment tasks must be marked without reference to the marks a student has achieved for the unit overall.

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Examining bachelor honours degree theses or reports

4.64 Bachelor Honours Degree theses or reports must be examined by at least two suitably qualified and experienced examiners, other than the student's thesis or project supervisor, in line with the relevant school's honours thesis assessment requirements.

Assessment feedback

4.65 Students must receive feedback on assessment tasks allowing time for students to benefit from the feedback and to receive academic support before the next assessment task must be submitted. Ideally, students will be given formative feedback before census date.

4.66 Feedback related to the assessment criteria may be provided individually or to a group. Students undertaking group assessment will also be given individual feedback. Feedback must be sufficiently detailed to identify strengths and deficiencies, and suggest how performance can be improved without discouraging self-reliance in learning and assessment.

4.67 A brief summary (e.g. report, video, audio) must be provided to a student cohort of their overall exam performance or as feedback (e.g. a brief report outlining where the student cohort excelled/underperformed in an exam and what was required for a satisfactory performance). This may be provided to students via the unit Moodle site or other means.

4.68 Feedback to students includes access to their own work, including copies of exam scripts and other relevant assessment material. Students may email the relevant School Administration Office to request to view their marked exam script.

4.69 Employee and student feedback on assessment tasks must be considered for possible incorporation into learning and teaching strategies and future assessments, including annual unit and course enhancement reports.

4.70 Students undertaking work placements, or similar work-integrated learning, must receive regular and constructive feedback about their performance from the Unit Coordinator or designated placement supervisor in the placement setting. Details of work-integrated learning requirements are in the Work-Integrated Learning Policy and Procedure.

4.71 Students can discuss their result or mark with the Unit Coordinator following feedback to prepare further assessment tasks.

4.72 Where early or formative assessment or review indicates that students are at risk of failing a unit, the Unit Coordinator must refer students as early as practicable to appropriate academic or other support services. Any such referral must be documented.

Grades and results

4.73 The grades and interim results used to record student academic achievement or other assessment-related outcomes, and the rules for calculating a student's grade point average, are in the Grades and Results Policy.

4.74 The Moderation of Assessment Procedure is applied to ensure comparability of assessment results within and across campuses/teaching sites and delivery modes.

4.75 Marks and/or grades for assessments released to students before certification of grades are provisional and are subject to moderation and confirmation by the Deputy Vice-President (Education, Strategy and Quality).

4.76 Provisional assessment marks (including exam marks) may be released to students once moderation is complete. Confirmed assessment marks, including final assessment and exam marks, will be made available to students after final grades are published.

4.77 Final grades will be published on the certification of grades date each term.

4.78 Unless otherwise stated in this document, the normal range of grades and results are applicable to student assessment in accordance with the Grades and Results Policy.

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4.79 Grades and results and associated conditions and procedures applicable to particular assessment types (e.g. supplementary assessment, deferred exams) are stated in relevant sections of this document.

4.80 Deferred and supplementary assessment (including exam) marks and final grades must be finalised by the deferred/supplementary assessment release date each term (see Appendix A for administrative details).

4.81 Student requests for a review of a grade for a unit is managed in accordance with the Review of Grade Procedure.

5 PROCEDURE: ASSESSMENT MANAGEMENT

Academic integrity in assessment

5.1 Students have a responsibility to uphold the values of academic integrity in every aspect of their studies, including assessment. Students must meet their responsibilities in upholding academic integrity, which are set out in the Student Academic Integrity Policy and Procedure.

Reasonable adjustments to assessment

5.2 A student's ability to prepare for or complete assessment tasks, meet assessment timelines or attend assessment activities may be adversely affected by disability, illness, injury, medical or mental health condition or exceptional circumstances beyond the student's control.

5.3 Reasonable adjustment to assessment may also be made in response to a student's conscientious objection to using animals in a learning activity or assessment task.

5.4 Where possible, the University will make reasonable adjustment to a student's assessment to enable them to fulfil their course and unit requirements without compromising the integrity of assessment or course accreditation requirements. Students must still meet the inherent requirements of their course and units.

5.5 Where an approved University Accessibility Plan exists, reasonable adjustments are made to the standard conditions or format of assessment including exams (e.g. timing, physical environment, use of assistive technology). In exceptional circumstances, an alternative assessment task (special assessment) or the re-attempt of an assessment task may be considered as an option to minimise student disadvantage.

5.6 Reasonable adjustments for students impacted by a disability, illness, injury, medical or mental health condition or exceptional circumstances and undertaking compulsory work-integrated learning (particularly work placements) are decided by the relevant school. Read this document in conjunction with the Work-Integrated Learning Policy and Procedure.

Adjustments to assessment for students with a disability

5.7 Reasonable adjustments for students with a disability, illness, injury, medical or mental health condition may be granted based on acceptable reasons as stated in section 5.18 below.

5.8 Reasonable adjustments are made in accordance with the Disability Support Policy and Procedure (Students) to meet legal obligations under the Disability Standards for Education 2005 (Cwlth) to ensure students can participate in learning and assessment experiences on the same basis as students without disability.

5.9 As defined in the Disability Support Policy and Procedure (Students), disability may be permanent, temporary (short-term or long-term), episodic or unforeseen; therefore, a student's need for support, the period of time support is needed, and the adjustment/s to their assessment are based on individual needs and may vary over time.

5.10 To receive support, students can register with Accessibility and Equity when they enrol or at any time during their studies. As part of this process, students must submit a Registration Form *(internal access only)*, which includes a treating health professional report completed by relevant health professionals. Additional medical documents can be attached. This information is stored confidentially and only accessed by Accessibility and Equity employees.

5.11 The Registration Form can be downloaded from the University's Accessibility and Equity webpage. For more information, students can email accessibility@cqu.edu.au.

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5.12 Based on all information provided and consultation with the student, Accessibility Consultants work collaboratively with relevant employees to ensure that reasonable adjustments can be put in place to support the student. This includes seeking confirmation of learning and teaching adjustments to assessments from relevant Deputy Deans Learning and Teaching and teaching employees.

5.13 Registered students receive an individualised Accessibility Plan that lists the reasonable adjustments the University will put in place and key responsibility areas. Students retain a copy of their Accessibility Plan and are encouraged to provide a copy to their lecturers. With the student's permission an Accessibility Plan is made available to relevant teaching employees via the Academic Information Management System (AIMS). Accessibility Plans are reviewed annually or as required.

5.14 Subject to approval, reasonable adjustments in assessment may include but are not limited to:

a) learning or assessment material provided in alternative formats

b) limited time extension for submitting one or more individual assessment tasks (excluding exams)

c) modified arrangements for compulsory learning activities (e.g. residential schools)

d) deferred exams

e) flexible conduct or supervision arrangements in an exam (e.g. additional time, provision of a scribe or reader at exams, assistive technology, rest breaks)

f) change of exam centre

g) assessment task re-attempt (see marking assessment task re-attempts)

h) special assessment (i.e. an alternative assessment task).

5.15 Students with a disability, illness, injury, medical or mental health condition who choose not to register for support with Accessibility and Equity cannot obtain an Accessibility Plan and should contact the relevant Unit Coordinator. Requests will be decided by the Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee). With student consent, the Unit Coordinator can refer students to Accessibility and Equity, using the referral form or by email.

Adjustments to assessment for students impacted by exceptional circumstances

5.16 Reasonable adjustments for students impacted by exceptional circumstances beyond their control may be granted based on acceptable reasons as stated in sections 5.18 and 5.19 below.

5.17 Subject to approval, reasonable adjustments to assessment may include:

a) limited time extension for submitting one or more individual assessment tasks (excluding exams)

b) alternative arrangements for compulsory attendance at learning activities (e.g. residential schools)

c) deferred exams

d) change of exam centre

e) assessment task re-attempt (see marking assessment task re-attempts)

f) special assessment (i.e. alternative assessment task).

Acceptable reasons for adjusting assessment for exceptional circumstances

5.18 Students may request an adjustment to their assessment if their ability to prepare for, complete, submit or attend assessment was or will be significantly impacted by exceptional circumstances beyond their control due to:

a) **disability** as defined in the Disability Support Policy and Procedure (Students). For advice, contact Accessibility and Equity.

b) **medical or health-related condition** (e.g. serious or debilitating illness or injury; hospitalisation; giving or recently given birth; mental health illness or condition). For advice, contact Accessibility and Equity.

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c) **hardship or trauma** (e.g. recent victim of crime, serious accident or other critical incident; sudden loss of income, employment or accommodation; domestic or family violence; severe disruption to domestic arrangements or family relationship breakdown). For advice, contact Safer Communities or Student Counselling.

d) **compassionate circumstances** (e.g. death of a family member or close friend; severe disruption to domestic arrangements or family relationship breakdown; unexpected carer responsibilities; life-threatening illness of a family member; severe financial difficulty). For advice, contact Safer Communities or Student Counselling.

e) **unavoidable commitment** that by its nature cannot be rescheduled (e.g. unexpected and extraordinary work commitments, primary carer responsibilities, jury service, approved activities away from campus or normal residence such as study overseas or work placements; cultural or religious obligations; state, national, international or other commitments requiring the student's participation including those stated in section 5.19 below).

5.19 Reasonable and equitable adjustment will be considered for the following students in recognition of the unique nature of their commitments that can adversely impact on assessment:

a) recognised elite athletes, coaches or performers with state, national or international commitments (e.g. travel, training, competition, performance)

b) paid or volunteer members of the Australian military, police, and emergency services with travel, training, service, emergency response and/or other commitments related to their role.

5.20 Details of flexible arrangements and support available for elite student athletes, coaches and performers are in the Elite Sportsperson and Performer Policy and Procedure.

Reasons not accepted for adjusting assessment

5.21 The following circumstances are not acceptable reasons for adjusting assessment:

a) circumstances that students could be expected to meet in the normal course of their study, work, family or social life (ordinary circumstances), including but not limited to:

- predictable or usual work, family, social, cultural, religious, recreational, personal or other commitments or occasions such as birthdays, holidays, weddings, celebrations or similar
- expected or minor tensions or discomfort commonly associated with study, family and social relationships or adjusting to and balancing the demands of study, including Work-Integrated Learning placements, with other commitments
- dislike or normal tension or discomfort about undertaking an assessment task/s
- predictable or usual demands of employment (in themselves or as a consequence of promotion), including periods of pressure and brief absences from the student's normal residence
- predictable or usual demands of local or social sport, clubs (including University clubs) or similar groups, and
- normal or minor financial pressures.

b) circumstances that are reasonably within the student's ability to control, including but not limited to:

- mistaken reliance on draft timetable exam dates
- misreading assessment due dates, attendance requirements or exam timetables made available to students
- insufficient planning to meet assessment due dates or attend exams at the scheduled time, and
- restricted access to systems (e.g. Moodle) due to non-payment of fees or non-compliance with a policy or decision.

Adjustments to assessment in response to conscientious objection

5.22 In line with the Australian code for the care and use of animals for scientific purposes, the University allows students to make a conscientious objection to using animals in a learning or assessment task.

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5.23 Students who hold a genuine religious, moral or ethical belief that their use of animals in a particular learning or assessment task/s would be unconscionable may request reasonable adjustment to the assessment in a way that could enable them to complete the learning requirements of unit.

5.24 Students who request adjustment to learning or assessment on the basis of conscientious objection must submit their request and provide reasons in writing (e.g. email) with supporting documents directly to the Unit Coordinator. All such requests will be decided by the Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee).

5.25 Submitting a request for adjustment to assessment does not guarantee approval; therefore, students must submit their request as soon as they become aware of their conscientious objection that impacts their assessment. Late requests may not allow sufficient time to make the requested adjustment.

Requesting adjustments to assessment or withdrawal from a unit

5.26 Students who request an extension of time for assessment (other than an exam), a deferred exam or an alternative exam centre or arrangement must follow the relevant procedure in this document.

5.27 Students who request alternative arrangements for compulsory participation in learning activities (e.g. residential schools) must submit their request and provide acceptable reasons in writing (e.g. email) with supporting documents directly to the Unit Coordinator. All such requests will be decided by the Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee).

5.28 Submitting a request for adjustment to assessment does not guarantee approval; therefore, students must submit their request as soon as they become aware of the circumstances impacting on their assessment. Late requests may not allow sufficient time to make the requested adjustment.

5.29 Students cannot request special assessment. In exceptional circumstances, the University may grant an alternative assessment task in accordance with the special assessment section.

5.30 Students whose circumstances prevent them from completing assessment or other requirements of their unit may be eligible to withdraw from the unit without academic penalty and/or financial liability. In this case, students must request withdrawal in accordance with the Consideration of Special Circumstances Policy and Procedure.

5.31 If students are prevented from submitting a request and supporting documents personally due to exceptional circumstances, an immediate family member or guardian, Unit Coordinator or other appropriate person may submit the request on the student's behalf.

Supporting documents for requesting adjustments to assessment

5.32 Student requests must be supported by relevant documentary evidence as stated below. Requests and supporting documents must be written in English (or a certified translation).

5.33 The University may request students, or those named in supporting documents, to clarify or verify the authenticity of the information provided. Requests based on false information or documents will not be granted and may be regarded as student misconduct and managed accordingly.

5.34 Documents required for requests based on a **disability, medical or health-related condition**:

a) a medical certificate or official letter, signed by a registered medical or other appropriate registered healthcare practitioner regarding a condition within their scope of expertise, which includes the following:

- patient's name
- name, address and phone number of the medical or healthcare practitioner
- date on which the consultation/examination took place
- date on which the certificate or official letter was issued
- date/s the patient is or was unfit for attendance/to participate in relevant activities, or

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b) an approved University Accessibility Plan (for students registered with Accessibility and Equity) with a recommendation for adjustment to learning or assessment based on the impact of the student's condition on their ability to prepare, attend or complete learning or assessment. Recommendations are based on advice from treating health professionals and confirmed by the Deputy Dean Learning and Teaching before Accessibility Plans are sent to students.

5.35 Documents required for requests based on **hardship or trauma, compassionate circumstances, unavoidable commitments or other reasons involving exceptional circumstances**:

a) a Statutory Declaration Form signed by the student clearly stating the exceptional circumstances and how they impacted on the student's assessment, or

b) a document with sufficient, relevant evidence from an independent person confirming details of the student's circumstances. Examples of appropriate documents include but are not limited to those listed below:

- registered medical/healthcare practitioner certificate (as stated in section 5.34 in above)
- a primary carer's certificate from a registered medical practitioner (i.e. the patient's treating doctor) if the student is the primary carer of a person with a disability, an illness or injury, or other health or medical condition (for advice, and information about registering as a primary carer, contact Accessibility and Equity)
- copy of an accident report by police or an emergency service authority; vehicle breakdown service report; an insurance claim
- death notice or certificate (if culturally appropriate); a funeral notice or letter from a funeral director or from a community elder or religious leader
- letter or written statement from a counsellor, social worker, medical/health-care practitioner, relevant authority, community elder or religious leader, an appropriate University employee or other independent person able to confirm the student's circumstances or commitments
- letter from a relevant authority confirming the dates and details of an unavoidable commitment (e.g. Australian Defence Force, police or emergency service organisation, employer, recognised elite sporting or performance organisation; a court summons; jury service notice).

5.36 Documents required for requests based on **conscientious objection to using animals**:

a) a Statutory Declaration Form signed by the student clearly stating reason/s for their objection to undertaking the learning or assessment task and how this impacts their assessment, and

b) a document with sufficient, relevant evidence from an independent person or source to support the student's request, such as a letter or written statement from a relevant authority such as a community elder or religious leader, or an appropriate University employee or other independent person able to confirm the student's circumstances.

Factors considered in deciding adjustments to assessment

5.37 Factors considered in deciding adjustments to assessment include but are not limited to:

a) the student's circumstances and the disadvantage or impact caused by these circumstances on the student's assessment

b) if appropriate supporting documents and information have been submitted to support the request, the date received and, if applicable, reasons given for submitting the request outside specified timelines

c) if the documents and information include relevant, sufficient details to make an informed decision

d) whether the request is reasonable and equitable, including if University policy documents allow it

e) if the student has the potential to achieve a passing grade and any required minimum mark specified in the unit profile if an adjustment is granted

f) the history and frequency of similar requests, and

g) any other factors considered relevant.

5.38 Granting students an adjustment to their assessment is considered a significant concession. Such requests may not be granted if a history of repeated requests reasonably indicates that a student may be seeking unfair advantage.

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Extensions of time for assessment

Requesting an extension of time for assessment

5.39 A grace period is provided, of 72 hours following the assessment due date, to accommodate unexpected challenges that students could face, which prevent them from submitting their assessment task on time. The grace period allows students an additional 72 hours to submit the assessment task, without academic penalties (for the first 72 hours after the due date). Assessment tasks that are exempt from the 72 hour grace period are to be listed in the unit profile, and may include for example, exams, laboratory-based tasks during a residential school, placements or assessments with a fixed schedule.

5.40 To be considered for a longer extension (beyond 72 hours) without academic penalty, the request and supporting documents must be submitted before or on the assessment due date, unless the student demonstrates sound reasons for submitting a late request.

5.41 Students may request an extension of time based on acceptable reasons involving disability or exceptional circumstances beyond the student's control. The reasons not accepted for requesting an extension are also listed.

5.42 Students requiring an extension to an assessment due date must submit their request in writing through the Assessment Extension System, accessed via the unit Moodle site. The request must state the reasons for the extension and include the required supporting documents. Students who make a request by phone must follow-up immediately with a written request and supporting documents.

5.43 Submitting a request does not guarantee an extension will be granted. Therefore, students must make all reasonable efforts to submit the assessment task by or as soon as possible after the due date, where possible. To receive a decision before the assessment due date, students must submit their request as early as possible before that time.

5.44 International students attending a deferred or supplementary assessment activity (e.g. in-class test managed by the school) in Australia are responsible for ensuring they hold a valid visa in accordance with Department of Home Affairs requirements.

Time limits and conditions for approved extensions

5.45 Extensions may be granted for up to a maximum of four weeks after the original due date, if the student provides acceptable reasons for requesting the extensions and the required supporting information.

5.46 Students unable to submit their assessment within four weeks of the original due date, may consider applying for withdrawal from the unit without academic or financial penalty in accordance with the Consideration of Special Circumstances Policy and Procedure. However, students may request approval for additional time if they can demonstrate exceptional circumstances and commit to submitting the assessment within a reasonable, agreed timeframe.

5.47 The Unit Coordinator may grant an extension for up to a maximum of 14 consecutive days. In exceptional circumstances only, the relevant Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee) may grant an extension beyond 14 consecutive days and normally up to four weeks, but may consider a longer period if reasonable in the circumstances (see deciding requests for extensions of time).

5.48 In some units with major assessment tasks (e.g. end-of-unit 'take home' papers that are used instead of an exam), requests for an extension may be granted with the approval of the Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee). Such tasks will also be subject to section 5.52 below.

5.49 Students undertaking a work-integrated learning activity (e.g. work placement, practicum) who are granted an extension for non-practicum assessments, due to a medical or health-related reason will be removed from the activity until a medical clearance has been approved (see the Work-Integrated Learning Policy and Procedure).

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Late extension requests and late penalties

5.50 Students may submit an extension without academic penalty request up to a maximum of five consecutive days after the assessment due date. The student may be granted the request if they demonstrate sound reasons for not requesting the extension before or on the due date, otherwise a penalty may be applied (if the assessment task is not submitted within the 72 hour grace period following the due date).

5.51 Assessment tasks submitted without an approved extension will incur a deduction of five percent of the total available marks for the assessment for each calendar day after the 72 hour grace period has lapsed, following the assessment task due date.

5.52 For some assessments, it may not be appropriate to apply a late penalty. Such assessments will receive a mark of zero if not completed **by or on** the specified date. Examples are:

a) weekly online tests worth a small proportion of the unit mark

b) online quizzes where answers are released to students on completion

c) professional assessment tasks, where the intention is to create an authentic assessment that has an absolute submission date

d) take-home papers that are assessed during a defined time period, or

e) pass/fail assessment tasks.

5.53 Where late submission is not allowed for assessment tasks, this must be stated in the assessment task description in the unit profile so this is clear to students undertaking the unit.

Deciding requests for extensions of time

5.54 The Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee) is responsible for deciding whether or not to grant extension requests and apply late penalties, and may delegate this authority to other employees (e.g. Unit Coordinator).

5.55 Assessment extension requests and late penalties will be decided with reference to relevant provisions for adjustments to assessment for students with a disability and adjustments to assessment for students impacted by exceptional circumstances sections in this document.

5.56 Within five working days of receiving a request, the Unit Coordinator will inform the student of the decision, i.e. one of the following:

a) the requested extension period is approved in full or for a lesser specified duration

b) the request is not approved, and the student is asked to submit further documents/information for consideration, or

c) the request is not approved, the late penalty to be applied (if any), and reasons for the decision.

5.57 Decision-makers must record their decisions, including any late penalties and reasons for not approving requests, in the relevant information system or file.

Requesting a review of an extension request decision

5.58 Students whose extension request was not granted may request the decision be reviewed by a more senior decision-maker, e.g. the Deputy Dean Learning and Teaching or Deputy Associate Dean School of Access Education (or nominee) or Dean of School, Associate Dean School of Access Education. Students may request this review if they reasonably believe the decision process was flawed and unfair.

5.59 Students must clearly state the reason/s for their request; it is not sufficient to claim the decision process was flawed and unfair without giving reasons to substantiate the claim.

5.60 A decision will be reviewed only if the student requested an extension in accordance with this policy and procedure, and the student requests the review in writing to the Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee) within five working days of receiving the decision.

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5.61 Students dissatisfied with the outcome of this review may be eligible to appeal in accordance with the Academic Appeals Policy and Procedure.

Deferred exams

Requesting a deferred exam

5.62 Students who are unable to attend a scheduled exam may request a deferred exam based on acceptable reasons involving disability or exceptional circumstances beyond the student's control. The reasons not accepted for requesting a deferred exam are also listed. Submitting a request does not guarantee a deferred exam will be granted.

5.63 Students requesting a deferred exam must submit their request in writing via the University's Student Portal (MyCQU) within the timelines stated below. The request must state the reasons for requesting the deferred exam and include the required supporting documents.

5.64 Students requesting more than one deferred exam in a term must submit a separate request for each exam via MyCQU including the required relevant supporting documents.

5.65 Requests based on a disability, medical or health-related condition must include a medical/healthcare practitioner's certificate (as stated in supporting documents) and must be dated **on or before** the scheduled exam date. Only in exceptional circumstances will retrospective medical or health-related certificates be accepted.

5.66 Students who begin a scheduled exam and are adversely impacted or unable to continue due to illness or disability may be eligible for but do not need to request a deferred exam (see student illness before or during exams for more information).

5.67 International students attending a deferred exam at an exam centre in Australia are responsible for ensuring they hold a valid visa in accordance with Department of Home Affairs requirements. Students may contact the Students Directorate for advice regarding an alternative exam centre. Exam centre changes must be finalised two weeks before the exam period begins.

Deferred exam request timelines and conditions

5.68 Requests for a deferred exam must be submitted **before or up to** five working days after the student's scheduled exam date.

5.69 Requests will be considered as soon as possible; however, students are not guaranteed a decision before the scheduled exam date.

5.70 Students who have requested a deferred exam, but then attend the scheduled exam, will have their deferred exam request declined or revoked.

5.71 Requests submitted after the required timeline may be considered by the Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee) only if the student demonstrates exceptional circumstances that justify late submission.

Deciding deferred exam requests

5.72 The relevant Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee) is responsible for deciding deferred exam requests, in consultation with the Education Scheduling team.

5.73 The decision-maker may decide each request unconditionally or on terms and conditions they consider appropriate in the circumstances with reference to relevant provisions in the adjustments to assessment for students with a disability and adjustments to assessment for students impacted by exceptional circumstances.

5.74 A decision regarding the request must be made within 10 working days after certification of exam results or as soon as possible afterwards.

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CQUniversity Australia CRICOS: 00219C; TEQSA: PRV12073; RTO Code: 40939

5.75 If circumstances delay the decision beyond the above timelines, the relevant Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee) must notify the student promptly and indicate the expected date of the decision.

5.76 Decision-makers must record their decisions, including reasons for not approving requests, in the relevant information system or file.

5.77 Students whose request is assessed and supporting documents are not compliant with this policy and procedure will be asked to submit additional documentation within five working days from the date the additional information is requested.

5.78 Decisions regarding deferred exams by the relevant Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee) cannot be appealed except to the Academic Appeals Committee in accordance with the Academic Appeals Policy and Procedure.

Implementing deferred exams

5.79 The Students Directorate will manage any deferred exams during the scheduled deferred exam period.

5.80 Students granted a deferred exam held during the scheduled deferred exam period must attend the deferred exam on the scheduled date.

5.81 Only in exceptional circumstances will the relevant Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee) consider granting a student another opportunity for assessment if the student was granted but did not attend a deferred exam.

5.82 Students can apply for removal of financial liability or withdrawal without academic penalty in accordance with the Consideration of Special Circumstances Policy and Procedure.

5.83 Students whose grades/results are not finalised within 10 working days after certification of grades and who are deemed eligible for a deferred exam, must attend the exam at a time and place as arranged by the Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee).

5.84 Deferred exams will be marked in accordance the marking assessment section, after which students will receive a result or grade in accordance with the Grades and Results Policy.

Special assessment

5.85 In exceptional circumstances, the Deputy Vice-President (Education, Strategy and Quality) may decide that an alternative assessment task (i.e. special assessment) will be offered to or conducted for a student or group of students to achieve a valid and reliable assessment or to ensure students are not disadvantaged. A special assessment would be arranged where an issue in the assessment instrument or delivery was identified during the term.

5.86 Students cannot request special assessment. However, the Unit Coordinator may recommend a student be granted special assessment based on acceptable reasons for adjusting assessment and no other options are available to enable the student to complete the unit. Students may be required to provide supporting documents as evidence of their circumstances. All such requests will be decided by the Deputy Vice-President (Education, Strategy and Quality).

5.87 A special assessment task must be demonstrably similar to the initial assessment.

5.88 Criteria for a special assessment task will be provided in writing to affected employees and students and must be consistent with the criteria applied to the initial assessment.

5.89 Special assessment tasks will be marked in accordance the marking assessment section, after which students will receive a result or grade in accordance with the Grades and Results Policy.

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CQUniversity Australia CRICOS: 00219C; TEQSA: PRV12073; RTO Code: 40939

Supplementary assessment

Supplementary assessment interim results

5.90 Supplementary assessment is used to resolve doubt about a student's academic performance and whether the student has attained the learning outcomes for the unit to receive a passing grade.

5.91 The decision to assign a supplementary assessment (SA) or supplementary exam (SE) interim result, which allows a student to complete a further assessment, is made by the Deputy Vice-President (Education, Strategy and Quality). Students cannot request a supplementary assessment or exam.

5.92 Supplementary assessment may not be available for students undertaking units with work-integrated learning components (e.g. work placements, clinical placements/practicums). At the discretion of the Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education, a supplementary assessment may be provided prior to a Practicum Outstanding (PO) interim grade where the practicum is pass/fail only.

5.93 An SA or SE result is assigned only if all the criteria below are met, i.e. the student has:

a) achieved at least 44.5 per cent of the total marks available for the unit overall (i.e. 45 per cent when this mark is rounded to the nearest integer)

b) submitted all assessment specified in the unit profile for the unit (including any exam) and has made a reasonable attempt to address the assessment criteria

c) achieved the minimum mark specified in the unit profile for every assessment task or exam for the unit except one. If no minimum mark is specified, it is 49.5 per cent (i.e. 50 per cent when this mark is rounded to the nearest integer), and

d) the potential to achieve a passing grade and any required minimum mark (specified in the unit profile or this policy) by completing a single, similar type of assessment task, e.g. assignment, exam.

5.94 An SA result is assigned if all the above criteria are met and the student passed the final exam for the unit or the unit is wholly assessed by assessment tasks (i.e. does not include an exam).

5.95 Students are awarded a final grade of Fail (F) or Absent Fail (AF) if all the above criteria are not met or the students fail any non-graded (pass/fail) component of the unit.

5.96 Students whose grades/results are not finalised within 10 working days after certification of grades and who are deemed eligible for a supplementary exam must attend the exam at a time and place as arranged by the Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee).

Implementing supplementary assessment

5.97 The Unit Coordinator (or nominee) will provide a supplementary assessment task or exam paper/requirements appropriate to assess student attainment.

5.98 Supplementary assessment must be designed in a way that will resolve doubt about student attainment of the unit learning outcomes and satisfaction of all assessment requirements to decide a final grade and promote academic integrity.

5.99 For supplementary assessments, the Unit Coordinator (or nominee) will decide the assessment task type and learning outcomes that students' work will be assessed against in line with the conditions stated in the unit profile. These conditions relate to the criteria, weighting and requirements, including the minimum standard or marks required to pass the assessment task (see section 4.45 in marking assessment).

5.100 The same or substantially similar elements/content used in supplementary assessment tasks will not be re-used in successive terms as a standard or supplementary assessment task in the same unit. Practical assessment may be an exception (see also section 4.10 in assessment tasks).

5.101 Schools will manage supplementary assessment tasks, including any in-class tests, outside the scheduled supplementary exam period and usually within 14 consecutive days from the certification of grades. The Students Directorate will manage any supplementary exams during the next scheduled supplementary exam period.

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CQUniversity Australia CRICOS: 00219C; TEQSA: PRV12073; RTO Code: 40939

5.102 Students cannot apply for an extension for a supplementary assessment task, nor defer an exam. Only if stipulated by an approved University Accessibility Plan, or in demonstrated exceptional circumstances based on supporting documents, will an extension or deferral be considered and will be subject to approval by the relevant Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee).

5.103 Students unable to undertake the supplementary assessment or exam can apply for removal of financial liability or withdrawal without academic penalty in accordance with the Consideration of Special Circumstances Policy and Procedure

5.104 Grades resulting from a supplementary assessment or exam will be based on the revised overall mark for the unit, recalculated in accordance with section 4.45 in marking assessment.

5.105 Students who pass the unit after completing a supplementary assessment task or exam will be awarded a Pass (P) grade, which cannot later be converted to a higher grade. Students who do not pass will be awarded a Fail (F) grade. Students who do not attend or submit will be awarded a Fail (F) grade based on their original marks.

Pre-requisite unit requirements and subsequent unit enrolment withdrawal

5.106 Students must achieve a passing grade for prerequisite units before completing subsequent units for which the prerequisite units are required.

5.107 Students enrolled in a subsequent unit who receive a Fail (F) grade for the prerequisite unit at the end of term certification of grades will be withdrawn (dropped) from the subsequent unit before the census date and notified. Students can contact the Course Management Team if they require advice on their study plan.

5.108 Students who receive an interim result (e.g. RO, PO, DE, DA, SE, SA) for the pre-requisite unit at the end of term, pending notice of a final grade, may have enrolled in the subsequent unit. If these students receive a final Fail grade, they should drop the subsequent unit before the census date or within 10 working days of grade notification. If notified of their final Fail (F) grade after the census date, students should request to drop the unit within 10 working days of grade notification by emailing the Students Directorate via studentdatacompliance@cqu.edu.au. Students who drop the subsequent unit within these timeframes will not be financially liable for the dropped unit and unit enrolment will be removed from their academic record.

5.109 It is recommended that students with a Fail (F) grade drop the subsequent unit within the required timelines. If students want to continue their enrolment in the subsequent unit, students should seek permission and advice from the Unit Coordinator to make an informed decision. On advice from the Unit Coordinator, the Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee) may not permit students to continue in the unit and request the Students Directorate via studentdatacompliance@cqu.edu.au) to drop the unit without academic or financial liability.

5.110 If the student does not drop the unit within the required timelines and continues their enrolment in the subsequent unit, the student will not later be able to drop the unit without academic and financial liability, or later claim withdrawal due to special circumstances on the grounds of not passing the prerequisite unit.

Exam attendance

Attendance at designated exam centres

5.111 Exams may be held at University campuses or at external exam centres.

5.112 Students select an exam centre via MyCQU. Students unable to access MyCQU must contact Student Services SPOT to allocate an exam centre.

5.113 On-campus students (defined by their attendance mode) will be allocated an exam centre based on their campus of enrolment by default, unless otherwise approved. Students may request a change of exam centre as stated below.

5.114 Online and mixed-mode students (defined by their attendance mode) will be allocated the closest exam centre to their residential address. Students with a residential address more than 150 km from an exam centre can nominate a new centre by submitting a completed Create an Exam Centre Nomination Form, available in MyCQU.

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CQUniversity Australia CRICOS: 00219C; TEQSA: PRV12073; RTO Code: 40939

5.115 New exam centres will not be established within 150 km from an existing exam centre. Exceptions are only permitted for students with alternative arrangements detailed in an approved Accessibility Plan, and there may be costs associated (see Alternative exam centre or arrangement).

5.116 Students must ensure their exam centre is correct in their personalised exam schedule in MyCQU and finalise any changes to their exam centre selection four weeks before the exam period begins (or three weeks before deferred or supplementary exams). Students who request to change their exam centre after this deadline must apply in writing via the Examinations Enquiry Form *(current student access only)*, and will be required to provide supporting documents. In exceptional circumstances, the Students Directorate will endeavour to change exam centre selections outside this deadline. However, all changes must be finalised 14 consecutive days before the scheduled exam period begins.

5.117 International students, who hold a scholarship with conditions requiring them to attend exams at their campus of enrolment, are not allowed to change their exam centre.

Alternative exam centre or arrangement

5.118 Students with a disability who require support to undertake an exam or are unable to attend an exam centre may request alternative arrangements in advance. To ensure these arrangements can be implemented in time to provide support, students must contact Accessibility and Equity as early as possible in the term. Such arrangements must be finalised two weeks before the exam period begins.

5.119 Students who are unable to attend a scheduled exam at their designated exam centre due to disability or exceptional circumstances beyond the students' control (e.g. unavoidable commitments) may apply to attend an exam at the scheduled time at another university or established University external exam centre (see acceptable reasons for adjusting assessment).

Attendance during scheduled exam periods

5.120 Students must attend their exam at the scheduled date, time and location unless otherwise approved, or if they believe they are not well enough to attend the exam as stated in the student illness before or during exams section.

5.121 Students are responsible for knowing the University's exam periods, published in the Academic Calendar, and the final exam timetable so they can attend their exams at the specified time. Students who attend marriage or any other ceremonies, vacations, personal, family, social or other similar occasions that coincide with exam periods will not be granted a deferred exam.

5.122 Draft and final exam timetables are published on the Exam Timetable StaffNet Page *(internal access only)* for employees, and in students' personalised exam schedules in MyCQU.

5.123 Students must check their personalised exam timetable in MyCQU and read all information given regarding their exams. Students are responsible for knowing the date, time and location of their exams.

5.124 Students requiring any change to exam arrangements in their Accessibility Plan (see adjustments to assessment for students with a disability) can contact Accessibility and Equity from week six up to 14 days before the scheduled exam period begins.

5.125 Students who have requested late enrolment changes and are unaware of their exam eligibility must contact the Students Directorate no later than two weeks before the exam period begins.

5.126 Students will not be considered for a deferred exam if they mistakenly rely on draft exam timetable dates and times, misread an exam timetable, attend an exam centre other than the one allocated, or miss an exam by arriving more than 30 minutes after the scheduled standard exam start time due to factors reasonably within their control.

5.127 Students who are unable to attend a standard exam at the scheduled date and time due to disability or exceptional circumstances beyond the student's control may apply for a deferred exam in accordance with the deferred exams section. Students will be required to provide supporting documents.

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Disruption to exams

5.128 The University may be unable to hold or continue an exam due to unforeseen or exceptional circumstances (e.g. destructive weather event or damage, fire alarm). In this case, the University will notify affected students and employees as soon as possible of any changes taken to minimise the potential impact.

5.129 The Exam Invigilator must notify the Coordinator Education Scheduling immediately of any significant disruption to an exam to consider any action needed to ensure students are not disadvantaged.

5.130 If an exam cannot be held at the scheduled date, time and location, where possible the exam will be rescheduled during the same exam period and location using a different exam paper.

5.131 If an exam cannot be held in the same exam period, the exam will be rescheduled to the deferred exam period at the same location, where possible, using a different exam paper.

5.132 Changes to scheduled exam times as stated above must not be made unless approved by the relevant Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee).

Exam room entry and exit rules

5.133 Students must have current photo identification (e.g. University student identification card, driver's license or passport card) to enter an exam room. Students with no photo identification must report to Campus Reception/Administration Building or equivalent to be certified as a current student before they will be allowed to enter an exam room.

5.134 Students are deemed and recorded as having attended an exam if they enter an exam room. Students who enter an exam room and have made an error in the scheduled date, time and location of their exam are allowed to leave without being recorded as having attended the exam.

5.135 Students are not allowed to attend an exam other than at the scheduled date, time and location without prior approval from the Coordinator Education Scheduling. Invigilators must contact the Students Directorate immediately or advise the student to do so.

5.136 Students are given an attendee card at each exam, which they must retain as evidence of exam attendance.

5.137 Students must arrive at the exam room 30 minutes before the exam start time to allow for 15 minutes settling-in time and 15 minutes perusal time. All exams are structured using the following timelines.

Exam timelines

Exam opening time:	Scheduled exam opening time	Students may enter exam room
Settling-in period:	15 minutes	
Perusal time:	15 minutes	
Exam start time:	At end of perusal time	Students begin writing exam
Late arrivals up to 30 minutes after exam start time:	Students may enter the exam room up to 30 minutes after exam start time. They must report to the Exam Invigilator and provide a reason for being late. The Invigilator records the details in an incident report.	
Arrivals later than 30 minutes after exam start time:	Students who arrive later than 30 minutes after the exam start time are not allowed to enter the exam room. The Exam Invigilator records, in an incident report, details of students disallowed late entry to the exam room.	

5.138 In normal circumstances, students may not leave the exam room until 60 minutes after the exam start time. Students who need to leave early due to illness must report this to the Exam Invigilator who records the details in an incident report. If possible, the student co-signs the incident report.

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Materials allowed or restricted in exams

5.139 In an exam, all students are allowed to use one hardcopy unannotated concise direct-translation bilingual dictionary that is not a photocopy. 'Unannotated' means that the dictionary does not contain any handwritten or typed notes. However, students are not given extra time to use dictionaries in exams.

5.140 Any other type of dictionary or material that is allowed must be specified by the Unit Coordinator in the unit profile and in the exam instructions.

5.141 The following dictionaries are not allowed:

a) standard English dictionaries or thesauruses

b) translation dictionaries with extensive interpretation or advanced level translation dictionaries (unless specifically authorised by the Unit Coordinator in the exam instructions)

c) annotated dictionaries of any kind

d) electronic dictionaries of any kind

e) translation dictionaries in a language relevant to a student's enrolment in a foreign language unit/course.

5.142 Unless allowed in the unit profile and specified in the exam instructions, a student must not take any item into the exam room that could advantage them or any other student. Examples include but are not limited to:

a) dictionaries other than one hardcopy unannotated concise direct-translation bilingual dictionary (see section 5.140 above)

b) books or e-books

c) calculators

d) mobile phones, android devices, MP3 devices, tablets, e-readers, computers, personal digital assistants (PDAs), smart devices, multi-function watches or other electronic devices capable of circumventing the exam process.

5.143 If the Unit Coordinator allows students to use a calculator in the exam, the calculator:

a) must be hand-held, silent, non-communicable and internally powered

b) may be checked by the examiners and invigilators, and

c) cannot be used during perusal time.

5.144 Students are allowed to bring the following items into an exam room, and must keep possession of them:

a) basic writing materials and other authorised materials included in the exam instructions on the exam paper's front page

b) photo identification

c) plain drinking water in a clear, non-labelled container, and

d) required medications.

5.145 For students who require additional support during the exam, refer to adjustments to assessment for students with a disability for information.

5.146 Students are given one sheet of rough paper with other prescribed materials in an exam, and are given more rough paper on request. The Exam Invigilator will collect and account for all used rough paper and other exam materials at the end of an exam. Rough paper is not marked by the assessor.

Student conduct during exams

5.147 Exam Invigilators are responsible for managing exams in line with their duties and University policy documents.

5.148 Invigilators undertake various activities in their role, which includes supervising students in exams, instructing students on exam processes and expectations, and reporting incidents regarding student conduct in an exam. Appendix B sets out the main instructions Invigilators give to students at exams.

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5.149 Invigilators must report incidents including, but not limited to, denied student entry, student illness, exam disruption, student conduct not consistent with instructions or exam rules, and suspected breaches of academic integrity, such as cheating or collusion.

5.150 Students must adhere to this policy and procedure and follow the Invigilator's instructions at all times, including instructions to surrender unauthorised materials for an exam's duration or any other instruction regarding the student's conduct. Failure to follow these instructions will be noted in an incident report and may be regarded as a breach of academic integrity, including academic misconduct, and managed accordingly.

5.151 During perusal time, students are not allowed to use a calculator or write in exam booklets, but may:

a) complete attendance cards

b) fill in the details required on the front cover of exam booklets

c) write notes on rough paper supplied, and

d) in an open book exam, read an authorised textbook or other allowed material.

5.152 Students must not begin writing answers until instructed by the Invigilator.

5.153 Students must stop writing when instructed by the Invigilator.

5.154 At the end of an exam, students must remain seated until all exam booklets have been collected.

5.155 Students must raise their hand if they need the Invigilator's assistance for any reason, including illness or to request permission to leave an exam room.

5.156 Students must write clearly and legibly in English.

5.157 Students must not:

a) keep mobile phones or other unauthorized material (e.g. bags, books, notes and electronic devices, in their possession) These must be stored at the student's risk in an area designated by the Invigilator.

b) eat or smoke

c) wear headwear unless it has religious or cultural relevance

d) wear tinted non-prescription shaded eye glasses

e) breach exam security by talking, looking at other students or their written materials, passing notes or communicating in any way with other students, or

f) lend or borrow any authorised exam materials to other students in an exam room.

5.158 Before leaving an exam room, students must:

a) complete the front of their exam answer booklets and write their name and student number on all exam materials to be submitted for marking, and

b) retain their attendee card as proof of exam attendance.

5.159 Students caught possessing or using materials or devices that are not authorised in the exam instructions or this policy and procedure will have the materials or devices confiscated. Students will be reported for a suspected breach of academic integrity, including academic misconduct, and dealt with accordingly.

Student illness before or during exams

5.160 Students who are ill before an exam must contact the Students Directorate for advice on the preferred course of action, if medically possible.

5.161 Students who become ill during an exam due to the sudden onset or worsening of a disability, medical or health-related condition and are adversely impacted or unable to continue must notify the Invigilator and should seek immediate medical attention. Students may later be asked to provide supporting documents (e.g. medical certificate) as evidence of their illness or condition.

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5.162 In these situations, students are recorded as having attended the exam. The Invigilator outlines the details in an incident report and returns it to the Students Directorate with the student's exam script.

5.163 Students who leave an exam room without notifying the Invigilator of the condition or illness will not be considered for a deferred exam.

5.164 Deferred exams for students who were adversely impacted by a condition or illness during an exam will be considered only on the basis of the Invigilator's report documenting the incident, which should be co-signed by the student, where possible (see deferred exams).

5.165 University employees may contact individual students for additional information (e.g. supporting document such as a medical certificate) as evidence of the reported illness or condition to assist in deciding whether the student is given an opportunity to attend a deferred exam.

5.166 Students who become ill during an exam do not need to apply for a deferred exam. The Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee) will decide these cases based on the Invigilator's report and any additional information/supporting documents. Students will be notified of the decision.

Access to exam scripts

5.167 An exam script is a student's written response under exam conditions to a formal assessment. Students can view their exam scripts but they must submit a written request (e.g. email) to the relevant School Administration Office.

5.168 Students may view only their own exam script or a legible copy. The University reserves the right to supply a legible copy of the exam script for viewing in place of the original.

5.169 If the request to view an exam script is required for a review of grade, students and employees must follow the timelines in the Review of Grade Procedure.

5.170 Viewing scripts or copies of scripts must be directly supervised by a University or partner organisation employee at the student's campus of enrolment. For online students (including those studying offshore) who are not close to a regional or metropolitan campus, the Unit Coordinator (or Dean of School's nominee) will assist the student by phone, electronic means, or other agreed means, in lieu of the student viewing the script.

5.171 When viewing an exam script, only the student, a designated support person, and a University or partner organisation employee assigned to the viewing can be present. The marking of an exam script/copy is not discussed at this time.

5.172 When viewing an exam script, the student or the designated support person (where the student does not have the capacity to write) may take notes separately but must not write on or deface the exam script/copy.

Access to past exam papers

5.173 Individual exam papers must not be released to students or taken by students from the exam room at the end of an exam. Access to past exam papers is available only to employees and students.

5.174 Past exam papers are published as online study resources. Students can access a maximum of three consecutive past exam papers for each unit by accessing the CQUni Handbook, selecting the relevant unit then selecting the Assessment Overview tab.

Reviews and appeals

5.175 A student may apply for a review of a grade in accordance with the Review of Grade Procedure.

5.176 Students may appeal against academic decisions in accordance with the Academic Appeals Policy and Procedure.

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6 RESPONSIBILITIES

Compliance, monitoring and review

6.1 Employees with a role in assessment/exams, and students enrolled in coursework or enabling units, are responsible for being informed about and following policy and procedure relating to assessment.

6.2 Schools are responsible for ensuring this policy and procedure is implemented, for monitoring compliance, maintaining academic standards, and reviewing data on grades and student success to assure quality in academic standards.

6.3 Academic employees are responsible for ensuring unit work is designed and student achievement is assessed in line with this policy and procedure, and other related documents.

6.4 Academic Board and subcommittees, in conjunction with the Deputy Vice-President (Education, Strategy and Quality), are responsible for reviewing assessment practice and the effectiveness of this policy and procedure in maintaining the quality of learning and teaching, through course and unit review processes, student evaluations and data relating to appeals and complaints.

Reporting

6.5 Schools provide internal reports on student success rates in units, retention, course completions, student evaluations, appeals and complaints to Academic Board and relevant University managers.

6.6 The University provides statistical and other reports relating to assessment data to the Commonwealth Department of Education as required under legislation and funding agreements.

Records management

6.7 Employees must manage records in accordance with the Records Management Policy and Procedure. This includes retaining these records in a recognised University recordkeeping information system.

6.8 University records must be retained for the minimum periods specified in the relevant Retention and Disposal Schedule *(internal access only)*. Before disposing of any records, approval must be sought from the Records Team (email records@cqu.edu.au).

7 DEFINITIONS

7.1 Terms not defined in this document may be in the University's glossary.

8 RELATED LEGISLATION AND DOCUMENTS

Academic Appeals Policy and Procedure

Australian Code for the care and use of animals for scientific purposes

Australian Qualifications Framework

Invigilator Manual *(published by the Students Directorate, internal access only)*

Copyright Act 1968 (Cwlth)

Copyright Policy

Create an Exam Centre Nomination Form

Complaints Policy and Procedure

Consideration of Special Circumstances Policy and Procedure

Disability Standards for Education 2005 (Cwlth)

Disability Support Policy and Procedure (Students)

Education Services for Overseas Students Act 2000 (Cwlth)

Elite Sportsperson and Performer Policy and Procedure

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Examination Enquiry Form *(current student access only)*

Grades and Results Policy

Higher Education Qualifications Policy and Procedure

Higher Education Standards Framework (Threshold Standards) 2021 (Cwlth)

Learning and Teaching Framework

Moderation of Assessment Procedure

National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cwlth)

Review of Grade Procedure

Statutory Declaration Form

Student Academic Integrity Policy and Procedure

Tertiary Education Quality and Standards Agency Act 2011 (Cwlth)

Work-Integrated Learning Policy and Procedure

9 FEEDBACK

9.1 Feedback about this document can be emailed to policy@cqu.edu.au.

10 APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Academic Board
Delegated Approval Authority	N/A
Advisory Committee	Curriculum Committee
Required Consultation	N/A
Administrator	Deputy Vice-President (Education, Strategy and Quality)
Next Review Date	19/02/2023

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Notes	

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11 APPENDICES

Appendix A: Exam administrative procedure (for employees)

Submitting pre-exam period assessment information

11.1 Employees must adhere to the specified deadlines for submitting information (e.g. exam requirements, exam papers) to the Students Directorate before the exam period to enable exam timetable preparation. The Students Directorate regularly communicates with schools by email to ensure deadlines are met. The deadlines are as follows:

a) Standard exam period

- Unit Coordinators enter exam requirements into the University's Academic Information Management System (AIMS) (as part of the unit profile tasks) by close of business on Friday, three weeks before each term begins.
- Changes to exam requirements after this date must be processed by the Students Directorate and all changes must be finalised by close of business on Friday, in week three of each term.
- Unit Coordinators must submit standard exam papers via AIMS eight calendar weeks before the standard exam period begins.

b) Supplementary/deferred exam period

- Unit Coordinators must submit deferred and supplementary exam papers seven weeks before the standard exam period begins.
- School employees enter the approval of supplementary exam (SE) interim results. The Students Directorate employees enter the approval of deferred exam (DE) interim results.
- The Students Directorate can accommodate grade changes resulting from exceptions from appeals or exclusions up to five working days before the exam period begins.

11.2 If students' grades/results are not finalised within 10 working days after certification of grades (e.g. appeals, outstanding documents, decisions pending) and the students are deemed eligible for a deferred or supplementary exam, students must attend the exam at the time and place as arranged by the Deputy Dean Learning and Teaching or Deputy Associate Dean Learning and Teaching, School of Access Education (or nominee).

Publishing exam timetables for review

11.3 The Students Directorate publishes a draft timetable for the standard exam period about eight weeks before the standard exam period begins. Employees and students are given five working days to comment. The Students Directorate makes changes, wherever possible, and prepares the final timetable for the standard exam period one week after publishing the draft.

11.4 The Students Directorate prepares one timetable (final only) for the deferred/supplementary exam period about three weeks before the deferred/supplementary exam period begins.

11.5 Draft and final timetables are published on the University's Exam Timetable Staff Net Page *(internal access only)* for employees and in students' personalised exam schedules in MyCQU.

Procedures for setting exam instructions via AIMS

11.6 When preparing information on exam instructions for entry into AIMS exam requirements, Unit Coordinators must ensure that:

a) the information is clear, unambiguous and consistent with all information given to students before exams, including the unit profile and any other communications (e.g. lectures, emails, phone calls, online)

b) if applicable, the following relevant specifications are included:

- open or closed book exam or the use of restricted materials
- the type of calculator, if one is to be allowed, and

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- the type of translation dictionary to be allowed.

(See specifying exam materials below.)

11.7 Unit Coordinators enter exam requirements and generate the exam paper cover page in AIMS, then proofread the instructions for accuracy and clarity.

11.8 The Students Directorate arranges publication and distribution of exam materials according to MyCQU's student enrolments and AIMS entries.

11.9 Third-party copyright material may be reproduced in an exam paper; however, if it is published as a past exam paper online, it must meet the copyright and other conditions stated in section 11.12 below.

Publishing past exam papers as online resources

11.10 Past exam papers are published as online study resources. Publishing past exams online is an automated process linked to AIMS.

11.11 Subject to availability, a maximum of three previous, consecutive, individual past exam papers will be published for each unit.

11.12 Past exam publication is subject to the University-wide limits for all online study resources and must comply with the *Copyright Act 1968* (Cwlth) and the Copyright Policy. If an exam paper includes third-party material, the academic employee responsible must obtain the Library's copyright clearance approval by submitting a Copyright and Licencing request in the Library section of SDesk (service management system). The academic employee will then forward the Library's response to the Students Directorate.

Specifying exam materials

11.13 Before the unit begins, Unit Coordinators, in conjunction with the relevant Course Committee, will decide whether or not to include an exam in unit assessment and any applicable restrictions.

Restricted materials

11.14 Unit Coordinators specify in the unit profile and in information submitted as exam instructions whether or not any of the following exam restrictions apply.

a) 'Restricted materials' means that certain materials are allowed in the exam room and they are listed. 'Materials' refer to paper materials only (either handwritten or typed).

b) 'Open book' exams mean any print materials are allowed in the exam room including annotated notes in textbooks and any edition of the textbook. E-textbooks cannot be used in an open book exam, and employees must ensure that students are aware of the requirement for print copies of textbooks for open book exams.

c) 'Closed book' exams mean no materials are allowed in the exam room.

Dictionaries

11.15 Students are allowed to use one hardcopy concise direct-translation bilingual dictionary (which translates between English and the student's first language) in an exam if the following are observed:

- the dictionary is an original print – not a photocopy, and
- the dictionary is unannotated (unless specified otherwise for particular Laws exams). An unannotated dictionary is one that does not contain any handwritten or typed notes.

11.16 In the unit profile, Unit Coordinators specify that basic-level translation dictionaries are allowed in the exam. If another type of dictionary is to be allowed in the exam (e.g. extensive interpretation or advanced-level translation dictionary; profession/discipline-specific dictionary), these details are also included in the unit profile.

11.17 In AIMS, Unit Coordinators specify that direct-translation dictionaries are allowed in the exam by including the following statement: 'Dictionary – non-electronic, concise direct-translation only. Dictionary must not contain any notes or comments', (unless specified otherwise for particular Laws exams).

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If a particular type of dictionary is also to be allowed in the exam (e.g. extensive interpretation or advanced-level translation dictionary; profession/discipline-specific dictionary), a statement similar to the following example is included: 'law dictionaries, business and law dictionaries (discipline-specific dictionaries) only are allowed'.

11.18 Students are not allowed to use the following dictionaries in exams:

a) standard English dictionaries or thesauruses, whether students are from English-speaking or from non-English-speaking backgrounds (unless specified otherwise in the unit profile and exam instructions for particular Laws exams)

b) translation dictionaries with extensive interpretation or advanced-level translation dictionaries (unless specified otherwise in the unit profile and exam instructions)

c) annotated dictionaries of any kind (unless specified otherwise in the unit profile and exam instructions for particular Laws exams)

d) electronic dictionaries of any kind (i.e. an electronic device that stores information), and/or

e) for students in foreign language units, translation dictionaries relevant to the language of their enrolled unit.

Calculators and electronic devices

11.19 Calculators are not allowed to be used in the exam unless specified in the exam instructions on the exam paper. If a calculator is to be allowed in the exam, Unit Coordinators specify this in the information they enter into AIMS as exam instructions. If a calculator is allowed, choose either:

a) calculator – non-programmable only, non-text retrieval, silent only, or

b) calculator – either programmable or non-programmable, silent only.

11.20 If a calculator is to be allowed in the exam, it:

a) must be hand-held, silent, non-communicable and internally powered

b) is subject to checking by the examiners and invigilators, and

c) is not allowed to be used by students during perusal time.

11.21 Electronic devices capable of circumventing the exam process are not allowed. Other than calculators specified as allowed, all other electronic devices, including mobile phones, android devices, MP3 devices, tablets, e-readers, computers, personal digital assistants (PDAs) and multi-function watches, or equivalent, must not be used in the exam room.

11.22 Students caught in an exam possessing or using a disallowed device will have it confiscated, be reported for a suspected breach of academic integrity, including academic misconduct, and dealt with according to the Student Academic Integrity Policy and Procedure.

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Appendix B: Invigilator exam instructions to students

Instructions to students before entering the exam room

11.23 The Invigilator addresses students outside the exam room giving the following instructions:

- bags, personal belongings and materials not authorised for use in the exam must be stored in the area provided (and students informed of the storage area)
- mobile phones, smart devices and other unauthorised electronic devices must not be used in the exam, and must be turned-off and stored with personal belongings (note: mobile phones cannot be used as calculators)
- students must remain silent and not communicate by any means with other students in the exam room
- students must check to ensure they are given the exam paper for the correct unit of study
- students must check the details on and retain their attendee card after each exam as proof of exam attendance
- students must make themselves aware of the process relating to incident reporting and cheating in exams
- students are allowed a 15-minute settling-in period before a 15-minute perusal time
- students must surrender all unauthorised materials, including study notes and mobile phones, on entering the exam area. Students found with unauthorised materials after entering the exam area will:
    - have the materials or devices confiscated, and
    - be reported for a suspected breach of academic integrity, including academic misconduct
- invigilator reports must be provided to the relevant division/school to record details of any event during the exam period including but not limited to student conduct during the exam, such as recording of alleged breaches of academic integrity or incidents of illness, and
- students are responsible for following these instructions, and must inform the Invigilator of any events or incidents of illness.

Instructions to students to enter the room for settling in and perusal

Settling-in period

11.24 When students are allowed to enter the room, the Invigilator gives the following instructions:

- students are allowed a 15-minute period for settling in, and
- students are allowed to complete their attendee card and student details in their exam booklet, exam paper and graph paper, if applicable.

Perusal period

11.25 When the settling-in period ends, the Invigilator gives the following instructions:

- students must not begin perusal until instructed to do so
- students are to place their photo identification and attendee card on the top right corner of the desk
- students are not to write in the exam paper or exam answer booklet during perusal, but are allowed to complete their attendee card and student details on their exam answer booklet, exam paper and graph paper, if applicable
- students are allowed to read authorised textbooks or other notes (if the exam is designated as open book or restricted materials) and write notes on the rough papers supplied for the exam
- students now have 15 minutes to peruse the exam question paper – begin perusal.

Instructions to students to begin the exam

11.26 The Invigilator gives the following instructions at the end of perusal time:

- students are to note the time allowed for the exam – the clock in the exam room is the one being used

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- students are not allowed to leave the exam room in the first one hour following the exam start time
- students are given 15 minutes warning of the end of the exam, and
- students may begin writing the exam.

Instructions to students to end the exam

11.27 15 minutes before the end of the exam, the Invigilator gives the following instruction:

- students taking the exam in (name of unit/s) have 15 minutes of working time remaining.

11.28 The Invigilator gives the following instructions at the end of the time set for the exam:

- students are to stop writing (pause) and put pens down (ensuring that all writing has ceased)
- students are to gather together their exam booklets and other exam material to be submitted for marking
- students are to check that their name is on all material to be marked – if not, students must attend to the matter now but are not to open their booklets or add anything to their answers
- students are to check that the front page of their exam booklet is properly completed
- students are to note that any booklet or answer sheet removed from the exam room is automatically void
- all exam papers are to be returned/collected by the Invigilators
- students are to remain seated until the booklets and other materials are collected, and
- students are to take all their personal belongings with them when leaving.

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