

**UNIVERSITY OF QUEENSLAND**



**DOCUMENTS ON  
LEARNING OUTCOMES ASSESSMENT**

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# POLICY ASSESSMENT - UNIVERSITY OF QUEENSLAND

<http://www.uq.edu.au/teach/assessment/policies.html>

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Policy, procedures and rules influence assessment in different ways at different levels. The University of Queensland has developed institutional policy, procedures, rules and guidelines to support effective assessment. These are sometimes supplemented by more specific requirements applicable at the level of faculty, school or program.

Other UQ policies and procedures with implications for assessment include:

## **THE COURSE PROFILE**

The type of assessment information to be provided to students

### **1. Purpose and Objectives**

This policy details the minimum requirements for the course profile developed for each course offered at The University of Queensland and delivered through the electronic course profile system.

### **2. Policy Scope/Coverage**

This policy applies to all courses offered at The University of Queensland.

### **3. Policy Statement**

Each course offered at The University of Queensland will have a course profile which provides an overview of the course and includes a description of the course learning objectives, learning activities and assessment items. Course profiles are to be developed and delivered through the electronic course profile system and must be made available to students and other stakeholders in a timely manner. Course profiles provide key information for teaching and curriculum planning and quality assurance and should be kept up to date as courses are revised.

## **GRADUATE ATTRIBUTES**

The set of qualities, skills and abilities that a University of Queensland graduate may demonstrate in addition to specific knowledge in the field studied.

### **1. Purpose and Objectives**

Graduate attributes describe a set of qualities, skills and abilities that a University of Queensland graduate may demonstrate in addition to specific knowledge in the field studied.

### **2. Policy Scope/Coverage**

This policy applies to all students and staff of The University of Queensland.

### **3. Policy Statement**

It is expected that each degree program will develop the core attributes listed in PPL 3.10.05b Graduate Attributes – Procedures and PPL 3.10.06b Postgraduate Coursework Graduate Attributes - Procedures, along with any specific professional competencies required.

### **4. Graduate Attributes**

A University of Queensland graduate will have in-depth knowledge in the field(s) studied and will display effective communication skills, independence and creativity, critical judgement and ethical and social understanding. The core attributes reflect and build upon the culture of inquiry and innovation that are part of a research university, as well as embedding the need to exhibit effective interpersonal skills and a broad understanding of social and ethical responsibilities.

## **GRADING SYSTEM**

Generic descriptors providing university-wide standards for awarding final grades

### **1. Purpose and Objectives**

These procedures enact PPL 3.10.02a Assessment – Policy and PPL 3.10.02b Assessment – Procedures.

### **2. Definitions, Terms, Acronyms**

GPA – Grade Point Average (GPA) is defined as the average of the grades obtained by the student in all courses in which the student is enrolled, weighted by the unit value of each course in accordance with the following formula -  $\frac{\sum(GP)}{\sum(P)}$  where:

G = the grade in a course; and

P = the unit value of that course.

If a student is enrolled in a course but gets no result, G=0.

### **3. Procedures Scope/Coverage**

These procedures apply to all students and staff at The University of Queensland.

### **4. Procedures Statement**

The following generic descriptors provide university-wide standards for awarding final grades. Course coordinators may develop criteria and standards for specific assessment tasks but the determination of the final grade must reflect the

descriptors given below. See PPL 3.10.02 Assessment – Procedures for further details. Each passing grade subsumes and goes beyond the grades lower than it.

These procedures only contain current grades.

## 5. Grades in a Course

5.1. Results in each course must be graded in the range of 1–7, where 7 is the highest grade.

5.2. Subject to 5.1, PPL 3.40.11 Enrolment, and the relevant program rules, a grade of 4 is the lowest passing grade.

5.3. Despite 5.1, the executive dean may designate courses as non-graded. See section 7.

## 6. Numeric Grades (1-7) and Descriptors

<b>Final Grade</b>	<b>Descriptor</b>
1	Fail. Fails to demonstrate most or all of the basic requirements of the course.
2	Fail. Demonstrates clear deficiencies in understanding and applying fundamental concepts; communicates information or ideas in ways that are frequently incomplete or confusing and give little attention to the conventions of the discipline.
3	Fail. Demonstrates superficial or partial or faulty understanding of the fundamental concepts of the field of study and limited ability to apply these concepts; presents undeveloped or inappropriate or unsupported arguments; communicates information or ideas with lack of clarity and inconsistent adherence to the conventions of the discipline.
4	Pass. Demonstrates adequate understanding and application of the fundamental concepts of the field of study; develops routine arguments or decisions and provides acceptable justification; communicates information and ideas adequately in terms of the conventions of the discipline.
5	Credit. Demonstrates substantial understanding of fundamental concepts of the field of study and ability to apply these concepts in a variety of contexts; develops or adapts convincing arguments and provides coherent



	justification; communicates information and ideas clearly and fluently in terms of the conventions of the discipline.
6	Distinction. As for 5, with frequent evidence of originality in defining and analysing issues or problems and in creating solutions; uses a level, style and means of communication appropriate to the discipline and the audience.
7	High Distinction. As for 6, with consistent evidence of substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critically evaluates problems, their solutions and implications.

## 7. Non-Graded Results (P/N)

7.1. There may be some courses in which the course coordinator judges that the number of grades to discriminate among students' performances should be fewer than the seven normally used. If there is an essential level of competence all students must attain, but either it is of little significance whether they progress beyond it, or the distance they have progressed beyond it may be very difficult or even impossible to measure, it may be appropriate to use the non-graded pass (P) and the non-graded failure (N). Schools make a case to the executive dean to endorse the course being assessed on a pass/no pass basis.

<b>Grade</b>	<b>Description</b>
N	Non-graded fail
P	Non-graded pass

7.2. If a grade of P or N is awarded and it is necessary to calculate a student's GPA

(a) subject to section 7.3, a course in which P is awarded must be excluded from the calculation; and

(b) N must be regarded as a grade of 2.

7.3. If applying section 7.2 results in a student becoming a warned student or being required to show cause under PPL 3.50.14 Academic Progression, the course must be included in calculating GPA and P must be assigned a grade of 4.

## 8. Other Grades

The following are also used in certain circumstances:

<b>Grade</b>	<b>Description</b>
G	Credit cancelled or refused (generally on disciplinary grounds) – [see PPL 3.60.04 Student Integrity and Misconduct].
INC	Incomplete: additional work required before grade can be awarded. Note that a deadline for submission must be given to the student in writing and be consistent with the deadlines set out in PPL 3.10.12 Finalisation of Grades and the due date recorded in SI-net.
IPR/IP	In progress: completion of course expected in a later semester and only used when a course spans more than one semester.
K	Course cancelled with academic penalty by the student after the relevant Census Date.
M	Senate determined that credit for course be cancelled or refused.
SP	Deferred examination approved.
RW	Results withheld: normally granted pending payment of fee or fine, failure to produce identification during an examination or pending disciplinary action.
T	Course credit transferred.
W	Course cancelled without academic penalty.
X	No assessable work received.
THS	Thesis submitted.

Note: For grades of G, M, K or X, an equivalent numerical grade of 0.00 will be applied for the purposes of GPA calculation.

## 9. Supplementary Assessment

<b>Grade</b>	<b>Description</b>
xS	Supplementary assessment granted (where x = 3, N)
3S3	Fail following supplementary assessment
3S4	Pass following supplementary assessment
NSN	Fail following supplementary assessment on a grade of N

NSP	Pass following supplementary assessment on a grade of N
3S-, NS-	Fails to undertake supplementary assessment

9.1. The maximum grade available for a course in which a student is granted a supplementary assessment is a grade of 4 (or P).

9.2. The final grade for a student who has undertaken a supplementary assessment in a course is the higher of the grades obtained from either the original assessment or following the supplementary assessment.

9.3. The GPA will be calculated on the basis of the higher of the two grades.

## **RELEASE OF EXAMINATION PAPERS**

The availability of examination papers and circumstances in which exemptions are approved

### **1. Purpose and Objectives**

These procedures enact PPL 3.10.02a Assessment – Policy.

### **2. Definitions, Terms, Acronyms**

Examination script – a student’s written responses to examination questions.

Marking Scheme – the mechanism by which marks, including part marks where appropriate, were allocated to student answers to examination questions.

RTI – Right To Information.

### **3. Procedures Scope/Coverage**

These procedures apply to all students and staff of The University of Queensland.

### **4. Procedures Statement**

Students will have open access to past end of semester examination papers with a question paper, or a sample question paper, to be released to the Library following the corresponding deferred and supplementary examination period.

### **5. Release of Examination Papers**

5.1. At the conclusion of the end of semester examination period, schools will provide to the Examinations section, for release to the Library, a copy of the end of semester school-based examination papers, or a sample paper in the case of papers exempted from release to the Library.

5.2. In the case of centrally administered end of semester examinations for which prior approval has been received for exemption from release to the Library, Course Coordinators must indicate that such exemption has been received when submitting the examination paper to the Examinations section. Unless otherwise indicated, all examination papers will be considered fit for release by the Examinations section to the Library.

## **6. Exemption from Release of End of Semester Examination Papers**

There may be rare and exceptional circumstances that will significantly compromise the educational value of future examinations if the examination paper is released to the Library.

In such circumstances, both school based and centrally administered examination papers may be exempted from release, and instead a sample examination paper must be released to the Library.

### *6.1. Applying for exemption*

6.1.1. Should a Course Coordinator wish to apply for exemption from release of an examination paper to the Library, a case must be made through the Head of School to the President of Academic Board.

6.1.2. The request for exemption must be submitted by the Head of School to the President of Academic Board no later than the end of the first week of the semester in which the course is to be offered.

6.1.3. In deciding whether to approve the application, the President of Academic Board may give consideration to-

- whether and how the disclosure of the examination paper would prejudice the testing method or procedure, and
- whether there are any other compelling factors that support non-disclosure, and
- the alternative methods by which students will be provided with opportunities to prepare for the examination.

6.1.4. Where approval is granted, the President of Academic Board will set the duration of the exemption, up to a period of three years.

6.1.5. Examinations section will maintain the record of approval and expiry. The examination paper cover sheet will reflect the paper is not for release to the Library.

## 6.2. *Provision of sample examination papers*

6.2.1. Where an end of semester examination paper has been exempted from release, a sample examination paper must be made available for lodgement in the Library. Sample examination papers must be in a format similar to that of the final examination paper, so that students are well prepared in terms of the requirements (for example: length, scope, rigour).

6.2.2. A new sample paper may need not to be set each year. The sample paper can be re-used, unmodified or with minor changes, for the duration of the exemption from release of the examination paper; however, the sample paper must reflect the expectations for the current year.

6.2.3. Through Heads of Schools, an appropriate quality control mechanism must be in place to check the ongoing relevance of sample papers, and to ensure that any change in the course content is reflected in a new sample paper.

6.2.4. The Assessment Sub-Committee must conduct an audit of a random selection of non-released end of semester examination papers to ensure that the sample paper is reflective of the actual examination paper.

## **7. Access to Examination Scripts**

### 7.1. Inspection of examination scripts

In the case of end of semester examinations, once grades have been finalised, students will be given an opportunity to peruse, under supervision:

- the examination question paper and their own answers; and
- the marking scheme or model answers used to allocate marks or grades, or other forms of feedback from the examiner.

Students are not entitled to make copies of these documents; this is at the discretion of the Course Coordinator.

### 7.2 Restricted access to examination scripts

Course Coordinators who have been exempted from releasing their examination question papers and who also wish to prohibit students from accessing their answers

on the grounds that it is tantamount to providing access to the question papers must make a special case direct to the President of the Academic Board.

## **8. Right to Information**

Access to an examination question paper or examination script may be sought under the Queensland Right To Information legislation. A case for non-disclosure based on educational grounds must be consistent with the prima facie case that would need to be argued under the RTI Act. However, considerations favouring disclosure, such as the desirability of providing students with feedback, will also be taken into account in determining whether an examination question paper should be disclosed under the Act. Course Coordinators must take such factors into account when applying for exemption under these procedures.

## **SUPPLEMENTARY ASSESSMENT**

Procedures to guide a second opportunity offered to students to demonstrate that they have achieved all the required learning outcomes of a course\

### **1. Purpose and Objectives**

These procedures are to be used for all processes relating to supplementary assessment.

### **2. Definitions, Terms, Acronyms**

Deferred examination – an examination (sat at a specified later date) that may be approved where exceptional circumstances affected attendance on the day of the original examination (such as illness or unexpected personal circumstances).

Full progression program – a program comprising a set list of courses which must be successfully completed in a predetermined sequence to enable progression to the following semester/year.

Partial supplementary-exempt course – a course where supplementary assessment may not be available because it is not possible to re-assess some of the minimum learning requirements, for example, those involving peer collaboration and interaction.

Supplementary assessment – assessment offered after a failing final grade that is designed to provide a second opportunity for a student to demonstrate that they have achieved all the required learning outcomes for a course.

Supplementary examination – supplementary assessment that takes the form of an examination.

Supplementary-exempt course – a course where supplementary assessment is not available under any circumstance because it is judged as academically inappropriate – it is not feasible to reassess the learning outcomes for the course. This may include for example courses involving professional experience, or peer collaboration and interaction, or requiring the demonstration of certain personal qualities and behaviours.

### **3. Procedures Scope/Coverage**

These procedures apply to all undergraduate and postgraduate courses.

### **4. Procedures Statement**

In particular conditions as specified by section 7 of these procedures, a student may be awarded supplementary assessment after receiving a failing final grade.

Supplementary assessment is designed to provide a second opportunity for a student to demonstrate that they have achieved all the required learning outcomes for a course. A grade of 4 is the highest grade that can be awarded in a course where supplementary assessment has been granted.

### **5. Determining Appropriate Supplementary Assessment**

5.1. The associate dean (academic) must set the type of supplementary assessment to ensure that the minimum requirements of the course are met.

5.2. Despite 5.1, where the associate dean (academic) is unavailable or it is not reasonably practicable for them to set relevant supplementary assessment, the associate dean (academic) may authorise the relevant course coordinator to act in their place.

5.3. In determining appropriate supplementary assessment the associate dean (academic) (or the course coordinator authorised under section 5.2) must consider which learning outcomes have not been met.

5.4. Supplementary assessment can take any form (oral, written, examination etc.) in order to allow the student a second opportunity to demonstrate that they have met all learning outcomes. One approach is to set supplementary assessment that tests all learning objectives of the course. Another is to set supplementary assessment that tests specific learning objectives tailored to the individual student and is administered as school-based assessment.

## **6. Application for Supplementary Assessment**

6.1. Usually applications for supplementary assessment are made online through SI-net. If the facility is not available, students must submit an application to the relevant faculty.

6.2. Students must make an application within five (5) calendar days of the release of grades.

6.3. Students are notified of the outcome of their application by email.

## **7. Eligibility and Approval of Supplementary Assessment**

7.1. Subject to section 7.2, in any one course, a student is entitled to supplementary assessment only once in a semester.

7.2 The associate dean (academic) may grant supplementary assessment in a single course in which the student gains a grade of 3 (or N) and where the student gains that grade”:

- a. on the first occasion in the first two semesters of study in a program following admission to undergraduate study at the university; or
- b. when a higher grade would complete a defined part of a program so as to allow progression to the next part of the program under the program rules; or
- c. in the final semester of an undergraduate or postgraduate program when a higher grade would complete the program requirements.

7.3. "Progression to the next part of a program" includes progression to the following year or semester of a full progression program.

7.4. Supplementary assessment on a grade of N will only be awarded where, in the judgement of the associate dean (academic), the student has marginally failed to attain the level of competence required for a passing grade.

7.5. Where provision for a supplementary assessment exists in a program rule, the program rule will wholly displace sections 6.2 and 7.2.

- 7.6. A program rule that makes provision of supplementary assessment must —
- a. set the criteria the associate dean (academic) must take into account in granting supplementary assessment; and
  - b. generally be more favourable to students than sections 6.2 and/or 7.



## 8. Timing of Supplementary Assessment

8.1 Students will be advised in a timely manner of the composition, format and duration of the supplementary assessment.

8.2 Supplementary examinations must be held during the following periods —

- a. for first semester courses – July and August of the same year;
- b. for second semester courses – December of the same year and January of the following year; and
- c. for summer semester courses – the following March.

8.3 Supplementary assessment undertaken other than by examination must be submitted by the end of the period specified in section 8.2.

8.4 Despite section 8.2 and 8.3 —

- the President of the Academic Board may vary the timing of all supplementary assessment; or
- if a supplementary assessment is unable to be held within the period listed in section 8.2, the supplementary assessment must be held no later than 4 weeks after the associate dean (academic) grants a student supplementary assessment.

Example: A student is awarded a supplementary examination after the relevant scheduled supplementary examination period specified in section 8.2 because of late finalisation of their grade following a deferred examination held during that period or following finalisation an incomplete grade.

## 9. Finalisation of grades

9.1. Where a student has been granted supplementary assessment and the form of assessment is a written examination during the deferred and supplementary examination period, their grade for that course will typically be finalised within —

- i. ten (10) calendar days of the examination date for semester one supplementary examinations;
- ii. twenty-one (21) calendar days of the examination date for semester two supplementary examinations;
- iii. ten (10) calendar days of the examination date for summer semester supplementary examinations.

9.2. Where a student has been granted supplementary assessment and the form of assessment is NOT a written examination during the deferred and supplementary

examination period grades must be finalised in accordance with PPL 3.10.12 Finalisation of Grades.

9.3. The grade will be shown on the student record as xSy (with 'x' being the grade awarded prior to supplementary assessment, and 'y' being the grade achieved in the supplementary assessment). A grade of 4 (or P) is the highest grade that can be awarded in a course where supplementary assessment has been granted.

## **10. Non-availability of Supplementary Assessment**

For courses where supplementary assessment is not available for all or some of the assessment, the course coordinator must identify this clearly in the course profile. This must be based on sound academic justification and have approval of the associate dean (academic). (See Definitions of supplementary-exempt course and partial supplementary-exempt course).

Examples:

1. Supplementary assessment will not be available in the course because:

- assessment is based on the successful development of professional competencies over a 10-week practicum;
- assessment is based on the process of a semester-long group project.

2. Supplementary assessment will not be available in part of this course because:

- assessment of the practical component is based on the laboratory notebook which records laboratory work undertaken throughout the semester.

## **ASSESSMENT RE-MARK**

The processes relating to re-mark of assessment

### **1. Purpose and Objectives**

These procedures outline the processes relating to re-mark of assessment and enact PPL 3.10.02a Assessment – Policy and PPL 3.10.02b Assessment - Procedures.

### **2. Definitions, Terms, Acronyms**

Criterion – a property or characteristic by which the quality of something may be judged.

Re-mark – reconsideration of a mark or grade awarded for an item of assessment against the marking criteria and standards.

Standard – a definite level of achievement aspired to or attained. Standards specify levels of quality (or achievement, or performance) for each criterion.

### **3. Procedures Scope/Coverage**

These procedures apply to all students enrolled in, and all staff involved in the delivery of undergraduate and postgraduate courses at The University of Queensland. These procedures apply to pieces of assessment for which it is feasible to reconsider the original assessment judgement, but may exclude some assessment such as performance of a practical task or an oral examination.

### **4. Procedures Statement**

#### **4.1 Purpose of a re-mark**

A student who believes the judgement of their work and the resulting mark or grade they were awarded for a piece of assessment does not reflect his/her performance as measured against the published assessment criteria, can apply for a re-mark.

The purpose of reconsidering assessment judgements is to ensure the marking criteria and standards have been applied appropriately.

If the request for a re-mark is approved the work will be re-assessed against the marking criteria and standards.

If the mark is found to be incorrect due to a mathematical error in the calculation of the final result, this is not a re-mark. Amendments to a final result because of (i) a mathematical error or (ii) non-inclusion of the marks from a piece of assessment, are considered an administrative error. Such errors are submitted to the Academic Registrar, through the faculty, for approval to have the final result changed.

Reconsideration of a mark that involves review of the academic judgement will in all cases be treated as a re-mark request.

#### **4.2 Conducting a re-mark**

Where possible, the re-mark will be conducted by an independent marker who will be provided with examples of different levels of performance against the criteria and standards.

In all cases where a re-mark is approved, the assessment piece will be re-marked in its entirety. In exceptional circumstances the associate dean (academic) may permit only a discrete section of the assessment piece be re-marked. Such exceptions may be

an examination comprising short answer and multiple choice questions where only the short answer questions are re-marked.

In applying an amended grade on the basis of a re-mark, faculties and schools must take into account whether adjusting a condition for one student may have implications for other students in the course. The result of re-marking should not unfairly disadvantage other students.

A re-mark will be conducted once only on the piece of assessment.

In all cases, a re-mark will replace the original mark for the piece of assessment in the calculation of the final grade which could result in a higher or lower grade.

#### 4.3 Grounds for consideration

An application for a re-mark is considered only when the student:

1. has sought and received feedback about their performance on the assessment from the course coordinator or lecturer concerned (or has viewed the piece of assessment and, where available, model answers/written comments or other feedback/etc); and
2. after receiving feedback, provides a sound written academic case to demonstrate how the mark or grade awarded for an entire task, or a discrete component of a multi-component task, does not reflect their performance against the advertised criteria and standards for that work. Students should reference the published assessment criteria for the piece of assessment and clearly show where they believe there are grounds for reconsideration of the assessment judgement.

The desire for extra marks to achieve a higher final course grade is not sufficient grounds for a re-mark, nor is performance in other courses.

#### 4.4 Timing of re-marking requests

The timing for re-marking requests enables grades to be finalised by the 're-mark finalisation date' as specified in [PPL 3.10.12 Finalisation of Grades](#).

Where marks for the piece of assessment are available before the commencement of the end of semester examination period, a request for re-mark is only considered if the request is submitted before the finalisation of results for the course and no later than 20 working days after the release of marks for that piece of assessment.

Where marks for the piece of assessment are not available until after the commencement of the end of semester examination period, a request for re-mark is only considered if the request is submitted by the following dates:

- for first semester assessment, by the first day after the second semester mid-semester recess;
- for second semester assessment, by the first day of week 3 in first semester of the next year; and
- for summer semester assessment, by the first day after the first semester mid-semester recess.

#### 4.4.1 Re-mark requests submitted prior to the finalisation of results

If a student requests a re-mark before the date of finalisation of results for the course, the following procedures apply:

- The student must complete a Request for Assessment Re-mark form.
- The head of school determines, in consultation with relevant academic staff members, whether grounds for a re-mark exist, and if so, arranges for the piece of assessment to be re-marked.
- If required, the school follows the procedure to change a finalised result in accordance with PPL 3.10.12 Finalisation of Grades.
- The revised mark is communicated to the student.
- In accordance with the University's procedures on records management, the school must keep a record of the outcome of re-mark request for one year from the date of publication of results.

#### 4.4.2 Re-mark requests submitted after the finalisation of results

If a student requests a re-mark after the date of finalisation of results, the following procedures apply:

- The student must complete a Request for Assessment Re-mark form.
- The executive dean of the faculty responsible for the administration of the student's program determines, in consultation with the head of the school that owns the course, whether grounds for a re-mark exist, and if so, the head of school arranges for the piece of assessment to be re-marked.
- An executive dean may direct the associate dean (academic) of their faculty to liaise with the head of school on their behalf.

- If required, the faculty follows the procedure to change a finalised result in accordance with PPL 3.10.12 Finalisation of Grades.
- The revised mark and amended grade (if applicable) are communicated to the student.
- In accordance with the University's procedures on records management, a record is kept of the application for a re-mark and the outcome.

## EXAMINATIONS

The conduct of examinations

### 1. Purpose and Objectives

These procedures outline the processes for the conduct of examinations, and enact PPL 3.10.02 Assessment.

### 2. Definitions, Terms, Acronyms

Associate dean (academic) – The relevant associate dean (academic) of the faculty administering the award. For non-award students, the associate dean (academic) of the faculty administering the course.

Central examinations – examinations held in the end of semester examination period and during the deferred and supplementary examination periods, for which the administration and conduct are managed by Examinations Section.

Emergency cancellation plan - a plan approved by the President of the Academic Board to cancel or postpone examinations due to unforeseen circumstances.

Deferred examination – an examination (sat at a specified later date) that may be approved where exceptional circumstances affected attendance on the day of the original examination (such as illness or unexpected personal circumstances).

Examination supervisor – person assigned to oversee and invigilate the conduct of exams.

Examiner – the nominated academic responsible for the examination content and method. The examiner may or may not be the course coordinator.

Late year course - a course at level 3 or higher.

Medical practitioner – a person who is registered under the Health Practitioner Regulation National Law Act 2009 in the medical profession.

Original examination – means a regular examination in the course and does not include a supplementary or deferred examination.

Registered nurse – a person who is registered as a nurse under the Nursing Act 1992 and who is issuing a medical certificate as part of the nurse's clinical role in a general practice setting.

Registered pharmacist – a person who is registered by the Pharmacy Board of Australia as a pharmacist. Pharmacists have limited scope for issuing medical certificates. They can only be issued for a certain range of medical conditions and can't be backdated (i.e. they can only be dated for the date the student presents to the pharmacist for a consultation).

Release of examination papers – making available copies of the question paper from the school/centre, or lodging copies of past end of semester examination question papers, or sample papers, in the Library.

Scheduled class – a class timetabled for a course at a specified time during a teaching week.

School-based examinations – examinations held (i) during the study period, or (ii) during the end of semester examination period where a school takes responsibility for administration and conduct of the examination.

Study period – a semester, trimester, research quarter, or teaching period

Supplementary assessment – assessment offered after a failing final grade that is designed to provide a second opportunity for a student to demonstrate that they have achieved all the required learning outcomes for a course.

Unannotated materials – books, papers and permitted materials without any additional markings, such as handwriting, highlighting of text, underlining of text, reference tabs, post-it notes.

### **3. Procedures Scope/Coverage**

These procedures apply to all students enrolled in, and all staff involved in the delivery of, undergraduate and postgraduate courses at The University of Queensland.

### **4. Procedures Statement**

These procedures apply to any form of examination which takes place in a supervised environment at an approved university location, which is the work of a single student, and for which authentication of a student's identity is required. The procedures

pertain to both central and school-based examinations, including written, invigilated assessment but not, for example, unsupervised online assessment.

## **5. Conduct of Examinations**

### *5.1 Administration and scheduling of examinations*

Many courses at the University include mid semester and end of semester examinations. In addition, there is provision in specific circumstances for the award of deferred and supplementary examinations.

Examinations can be administered centrally or by the school. Central examinations are administered by Examinations Section. School-based examinations are administered by the relevant school.

#### 5.1.1 Setting a school-based examination

5.1.1.1 A head of school may set school-based examinations for a course.

5.1.1.2 Despite 5.1.1.1, a school-based examination must not be held during classes in the final 2 teaching weeks of a semester unless —

(a) the examination forms part of practical class in a series conducted regularly during the semester; or

(b) approved by the President of the Academic Board in exceptional circumstances for a period of up to three years.

5.1.1.3 Section 5.1.1.2 does not apply to examinations arranged by individual appointment between the head of school and the student.

#### 5.1.2 Mid-semester examinations

5.1.2.1 Mid-semester examinations are school-based examinations administered by the relevant school. In most instances mid-semester examinations are held within class times scheduled for the course.

#### 5.1.2.2 One-off scheduled class

Scheduled classes for a course may include an evening session for the purpose of conducting an in-class mid-semester examination, commencing on or after 6:00pm. In such cases, the scheduled class will be displayed on the academic timetable as an “Exam”. The following criteria apply:

- the examination must be weighted not less than 20% of the overall assessment for the course;
- an examination duration of between 60 to 90 minutes working time is permitted;



- a reading time duration of 10 minutes must be set; and
- there must be more than 50 students enrolled in the course.

#### 5.1.2.3 Saturday mid-semester examinations

Mid-semester school-based examinations held outside of scheduled classes (on a Saturday) are permitted only in the circumstances as outlined below, and require the prior approval of the President of the Academic Board. A case is made through the relevant associate dean (academic) as to why it cannot be held in scheduled class time.

The following criteria apply:

- the examination must be justifiable on academic grounds, after other forms of assessment have been explored and judged to be less appropriate;
- there must be multiple lecture streams or greater than 100 students enrolled in the course;
- the examination must be weighted not less than 20% of the overall assessment for the course;
- an examination duration of 60 minutes or 90 minutes working time is permitted;
- a reading time duration of 10 minutes must be set; and
- the mid-semester examination must be included in the course profile showing the three (3) possible Saturday dates.

Where a course does not meet the criteria above, and there are compelling academic reasons for the examination to be held outside of scheduled classes, a case may be made to the President of the Academic Board.

The President of the Academic Board reviews requests on a three-yearly basis (or earlier if changes to the assessment of a course require an earlier review).

In order to avoid timetable clashes, mid-semester examinations, where approved to be held outside of scheduled classes and conducted on a Saturday, are timetabled by Examinations Section.

#### 5.1.2.4 Ad hoc class

Subject to room availability, an ad hoc room booking may be made for a one-off class for the purpose of conducting an examination. The following criteria apply:

- the examination must be weighted not less than 20% of the overall assessment for the course;
- an examination duration of between 60 to 90 minutes working time is permitted;

- there must be more than 100 students enrolled in the course;
- a reading time duration of 10 minutes must be set;
- the examination must not be held prior to teaching week 5 of semester;
- the mid-semester examination must be included in the course profile, with confirmation of the date and time, or if unknown at the time of publication, the intended teaching week of semester; and
- confirmation of the examination date, time and venue must be communicated to students via Blackboard and email by no later than the end of week 3 of semester.

### 5.1.3 End of semester examinations

5.1.3.1 End of semester written examinations should be set as central examinations and administered by Examinations Section. However, examinations with a practical component, for example lab work or examinations where students require access to computers, should be school-based.

5.1.3.2 Regardless of whether central or school-based, all end of semester examinations are timetabled by Examinations Section to avoid timetable clashes.

### 5.1.4 End of semester examination duration

5.1.4.1 Subject to 5.1.4.2, a written examination to be held within the end of semester examination period may be scheduled and administered as a central examination only where the exam duration is set for 60 minutes, 90 minutes, 120 minutes or 180 minutes.

5.1.4.2 The maximum duration of a written examination scheduled to be held within the end of semester examination period for levels 1 and 2 courses is:

- (a) 1 hour for a 1 unit course;
- (b) 2 hours for a 2 unit course; and
- (c) 4 hours for courses exceeding 2 units.

5.1.4.3 Section 5.1.4.2 overrides any program rule.

5.1.4.4 The associate dean (academic) must determine the maximum duration for examinations scheduled to be held within the end of semester examination period for late year courses.

5.1.4.5 Despite 5.1.4.2, the President of the Academic Board may approve a longer examination duration, valid for up to 3 years.

5.1.4.6.

(a) In addition to the duration prescribed in 5.1.4.2, the associate dean (academic) must impose a reading time for an examination scheduled to be held within the end of semester examination period.

(b) The duration of reading time in an examination scheduled to be held within the end of semester examination period, other than a practical examination, is 10 minutes.

(c) A student must not write on an examination paper or examination answer booklet during reading time, unless the examination instructions permit and blank paper is provided for the student to write notes.

#### 5.1.5 Notification of examination timetables

Examination periods are set and published at least 12 months in advance. Students will be given appropriate notice of examination timetables.

#### 5.1.6 Cancellation or postponement of examination

##### 5.1.6.1 Central examinations

5.1.6.1.1 The President of the Academic Board may cancel or postpone a central examination but must be satisfied that reasonable alternative arrangements for affected students have been made.

5.1.6.1.2 The Manager, Examinations, may cancel a central examination in accordance with an emergency cancellation plan approved by the President of the Academic Board.

##### 5.1.6.2 School-based examinations

5.1.6.2.1 The head of school may cancel or postpone a school-based examination but must make reasonable alternative arrangements for affected students.

#### 5.2 *Staff attendance at examinations*

5.2.1 It is not a requirement that examiners or their delegates be present at the commencement of a central examination. However, the examiner or delegate must be available by telephone to answer questions which may arise during the sitting of the examination. Examiners must provide Examinations Section with their contact telephone number, or in their absence, the contact telephone number of a delegate.

5.2.2 In school-based examinations either the examiner is present or provides the examination supervisor with contact information.

#### 5.3 *Student attendance at examinations*

### 5.3.1 Internally enrolled students

Students are expected to be available to undertake their examinations at the time scheduled and at the campus of their enrolment.

### 5.3.2 Externally enrolled students

Students whose enrolment is wholly external will be permitted to sit their examinations at an approved examination centre or a UQ campus.

### 5.3.3 Multi-modal enrolled students

Students whose enrolment is multi-modal, that is partly external and partly internal, will be expected to sit their examinations at the campus of their internal enrolment.

### 5.3.4 Attending the examination

5.3.4.1 A student must comply with directions given by an examination supervisor when undertaking an examination.

5.3.4.2 A student may not enter an examination room without the permission of an examination supervisor, and only during the first 60 minutes of examination time. If the reason for the late arrival meets the eligibility criteria for a deferred examination, the student may apply accordingly.

5.3.4.3 An examination supervisor may allow a student to enter an examination room for the purpose of taking an examination only if the student produces to the examination supervisor for inspection:

(a) a valid UQ student card that:

I. bears a photograph of the student, and the student's name and student identification number; and

II. is current for the semester in which the exam is held; or

(b) a document issued by the Student Centre that bears:

I. a photograph of the student; and

II. the student's name and student identification number; and

III. a statement to the effect that the student is enrolled in a course offered by the university; and

IV. the date and time for the examination; and

V. the official stamp of the Student Centre; or

(c) both:

I. a document issued by the Student Centre that bears:

A. a statement to the effect that a staff member of the Student Centre has sighted a current driver's licence, or a current passport, that bears a photograph of the student to verify the student's identity; and

B. the student's name and student identification number; and

C. a statement to the effect that the student is enrolled in a course offered by the university; and

D. the date and time for the examination; and

E. the official stamp of the Student Centre; and

II. a current driver's licence, or a current passport, that bears:

A. the same name as the name stated on the document issued by the Student Centre; and

B. a photograph of the student.

5.3.4.4 If the student is permitted to enter the examination room to take the examination, the student must ensure that the identifying matter produced to the examination supervisor to gain entry to the room is displayed throughout the examination.

5.3.4.5 A student must not leave the examination room without the permission of the examination supervisor.

5.3.4.6 For examinations scheduled to be held within the end of semester examination period, unless the duration is less than 1 hour, permission to leave the examination room will not be granted under 5.3.4.5 during:

(a) the first 60 minutes of examination time; and

(b) the final 30 minutes of examination time.

5.3.4.7 Despite 5.3.4.6, the examination supervisor may allow a student to leave an examination room at any time when the examination supervisor considers there are exceptional circumstances.

5.3.4.8 Unless addressing a question to the examiner or examination supervisor, a student must not communicate in any way with another person during the examination.

5.3.4.9 If the examination supervisor reasonably believes that a student's behaviour may distract or disturb other students, the examination supervisor may direct the student to leave the examination room.

#### *5.4 Use of materials and equipment in examinations*

5.4.1 The front cover of the examination paper lists details of any additional material or equipment that is authorised for use by students during the examination (see permitted materials below).

5.4.2 A student must not bring unauthorised material or equipment into the examination room unless the material:

(a) is brought in with the permission of the examiner or examination supervisor;  
or

(b) is left with the examination supervisor immediately on entering the examination room.

5.4.3 During the examination, material brought into the examination room will be checked by an examination supervisor to confirm that it is permitted. Material or equipment brought into the examination room that is not on the list of permitted materials may be treated as “unauthorised material” under PPL 3.60.04 Student Integrity and Misconduct – Policy.

5.4.4 The examination supervisor may confiscate any material or equipment which they reasonably suspect to be or to contain unauthorised material.

5.4.5 The University has wireless technology installed on all campuses which may be accessible from examination venues. Access to the internet and external communication devices is not permitted in centrally administered examinations, and is only permitted in school-based examinations where specifically allowed by the examiner. Use of any electronic device, including devices capable of internet connectivity, is prohibited, unless specified for the examination. All watches are to be placed on the student's desk. Examination supervisors are authorised to use devices to detect the use of unauthorised electronic devices.

5.4.6 A student may remove examination books, scripts or material provided to the student during the examination only with the permission of the examination supervisor.

#### 5.4.7 Written or printed material

The following paragraphs describe types of examinations with respect to written or printed materials that may or may not be permitted in an examination room. Written or printed materials may include dictionaries, texts, notes, annotations.

- Open book: Any additional written or printed material is permitted.
- Closed book with specified materials permitted: The specific items of written or printed material permitted in the examination room and details regarding the extent to which it may or may not be annotated will be described on the question paper. Any item not listed on the question paper will be regarded as not permitted.
- Closed book: No additional written or printed material is permitted.

#### 5.4.7.1 Dictionaries

Students may be allowed access to English, foreign language, or dual language dictionaries at the discretion of the examiner. A student may bring a dictionary (in paper form and unannotated) into Closed book or Closed book with specific materials examinations, provided it is on the list of permitted materials. For the purposes of this provision, unannotated means the dictionary must not be marked with handwriting, other than personal identification, or with printed material(s) attached to or interleaved with the original.

For Open book examinations, the dictionary may be annotated.

Electronic dictionaries are not permitted to be taken into any examination by any student unless specifically approved for National Accreditation Authority for Translators and Interpreters (NAATI) accreditation examinations and only under approved conditions.

It is a student's responsibility to ensure electronic dictionaries to be used in NAATI examinations are inspected and approved for use by the School of Languages and Cultures at least one week prior to sitting an examination.

#### 5.4.8 Calculators

Where permitted by the relevant examiner, calculators may be used in examinations. The course profile and the examination paper coversheet list the type of calculator permitted:

- Casio FX82 series calculator only;
- Casio FX82 series or UQ approved (and labelled) calculator only;
- Unrestricted – any calculator permitted.

Except in “unrestricted – any calculator permitted” examinations, calculators with alphanumeric/advanced text storage capabilities are not permitted.

The University has a list of approved and non-approved calculators for use in examinations. Further information regarding the use of calculators in examinations and the process for obtaining a label for an approved calculator is available on the [my.uq.edu.au](http://my.uq.edu.au) website.

During an examination, examination supervisors have authority to confiscate calculators which do not comply with the type permitted for that examination.

#### *5.5 Alternative examination arrangements*

5.5.1 Students are expected to undertake examinations at the scheduled dates and times. No student may be given permission to sit an examination earlier than the scheduled date of the examination.

5.5.2 Alternative examination arrangements may be made in the instances set out below. In all instances, for both school-based and central examinations, students must submit a Request for Alternative Examination Arrangements form.

5.5.3 The application must be made to the academic registrar —

(a) at least fourteen (14) calendar days before the commencement of the relevant examination period for all examinations scheduled to be held within the end of semester examination period; or

(b) at least fourteen (14) calendar days before the examination date for examinations scheduled to be held outside the end of semester examination period; or

(c) at the same time as an application for a supplementary or deferred examination.

5.5.4 In all cases where the alternative examination arrangement does not coincide with the scheduled date and time of the examination, students will sign a declaration stating they did not have any communications regarding the content of the examination with any other student who had taken the examination. Students are subject to academic integrity and misconduct regulations if found to be in breach of this declaration.

5.5.5 Students with a disability

5.5.5.1 A student who, because of a disability —

(a) is unable to sit for a central or school-based examination at the place scheduled; or



(b) would be seriously disadvantaged by having to sit for the central or school-based examination under normal circumstances, may apply for special arrangements to be made. Refer to PPL 3.50.09 Arrangements for Reasonable Adjustments in Examinations for Students with a Disability.

5.5.5.2 These procedures apply to all students with a disability at The University of Queensland and include all scheduled examinations, including mid-semester examinations, end of semester examinations, deferred examinations and supplementary examinations.

#### 5.5.6 Examination timetable clash

Alternative arrangements may be made for students for one or more examinations if:

1. two examinations are timetabled for the same session; or
2. three examinations are scheduled on a single calendar day during the end of semester examination period; or
3. three mid-semester school-based examinations are scheduled in one calendar day outside of scheduled classes.

#### 5.5.7 Examination campus clash

Alternative arrangements may be made for students with cross-campus enrolment if an examination at one campus is immediately followed by another examination at a different campus. Students must submit a Request for Alternative Examination Arrangements form to Examinations Section.

#### 5.5.8 Religious observance

Alternative arrangements may be made for students for one or more examinations if a specific religious belief will prevent the student sitting an examination at the scheduled time. For the purpose of this provision, religious observance is defined as:

1. the act or compliance of observing or complying with a religious law, custom, command or rule; or
2. the act or custom of celebrating a religious holiday or similar occasion.

Students must submit a Request for Alternative Examination Arrangements form to Examinations Section. A letter from the student's regular place of worship in support of the request for alternative arrangements must be provided.

#### 5.6 Off-campus examinations

### 5.6.1 Internal students

For internally enrolled students, off-campus examinations may be available in the following cases:

1. Semester 1 deferred and supplementary examination period for non-returning students only;
2. Semester 2 deferred and supplementary examination period; and
3. Summer Semester deferred and supplementary examination period for non-returning students only.

In all cases, students must submit an Off-campus exam request, and the following requirements must be fulfilled:

1. The application is submitted at the same time as the application for deferred examination or request for supplementary assessment, or by no later than the deadline for requests for supplementary assessment;
2. The deferred examination or supplementary assessment for the course is approved;
3. The student meets the costs as set out in the Fee Rules;
4. The student is available in the one location for the full duration of the examination period; and
5. A suitable off-campus location is available.

Off-campus arrangements will only be possible where the type of assessment does not include any practical component, such as oral examinations, practical lab work, video/audio examinations. Any practical based examinations must be undertaken on the campus where the student is enrolled.

The list of available domestic and overseas venues for off-campus examinations is available on the [my.uq.edu.au](http://my.uq.edu.au) website.

Off-campus examinations are generally not available for the end of semester examination period. However, PPL 3.50.06 Academic Adjustments - Policy provides for academic adjustment for defence reservists and elite athletes. Internally enrolled students who comply with PPL 3.50.06 may be permitted to undertake end of semester examinations off-campus at the same time as other enrolled students, with the student to meet the costs as set out in the Fee Rules.

### 5.6.2 External students

Students whose enrolment is wholly external will be allocated to sit their end of semester examinations at an approved examination centre or a UQ campus. Students will be contacted directly by Examinations Section with details of the examination centre for each end of semester examination to be sat.

However, for deferred and supplementary examinations, externally enrolled students must notify Examinations Section by submitting an Off-campus exam request. This must be done at the time of submitting an application for deferred examination or a request for supplementary assessment, or by no later than the deadline for requests for supplementary assessment.

### 5.6.3 Multi-modal students

Students whose enrolment is multi-modal, that is partly external and partly internal, will be expected to sit their end of semester examinations at the campus of their internal enrolment. Students will be contacted directly by Examinations Section with venue details for externally enrolled courses.

However, for deferred and supplementary examinations, multi-modal enrolled students must notify Examinations Section enrolled students must notify Examinations Section by submitting an Off-campus exam request. This must be done at the time of submitting an application for deferred examination or a request for supplementary assessment, or by no later than the deadline for requests for supplementary assessment.

## 6. Deferred Examinations

### 6.1.

6.1.1 Students may apply for a deferred examination if they are unable to sit for the original examination and meet all the criteria in this section.

6.1.2 No student can be given permission to defer an already deferred examination.

6.1.3 No student can be given permission to defer a supplementary assessment.

### 6.2 Applications

6.2.1 A student's application for a deferred examination must be made in the form approved by the Academic Registrar.

6.2.2 Students applying for deferred examinations must make the application no later than five (5) calendar days after the date the original examination was held.

6.2.3 For the purposes of online applications, a scanned image or copy of supporting documentation is acceptable; however the original documentation must be retained by students for a period of six (6) months and provided for verification upon request.

6.2.4 Where a student is making a discretionary deferred examination application (see 6.3.2), they must indicate this in the online application. Once granted, this discretionary option will no longer be available to the student for subsequent requests, whether or not the student sits the deferred examination.

6.2.5 Students are able to view the status of their requests online via [mySI-net](#).

### 6.3 Awarding deferred examinations

6.3.1 A deferred examination may be granted to a student by —

(a) the Director, Student Administration, for original examinations scheduled to be held within the end of semester examination period; or

(b) the head of school, for original examinations scheduled to be held during other periods; and a student is unable to sit or complete an original examination:

(a) for medical or compassionate reasons; or

(b) if, in the opinion of the Director, Student Administration, or head of school, there are exceptional circumstances

6.3.2 Students may also be granted one discretionary deferred examination on a single occasion throughout their studies at the University. The intent of allowing a single discretionary deferred examination is to enable a student to sit their examination in circumstances that would not otherwise be considered sufficient to justify deferral of the examination.

6.3.3 The Director, Student Administration or the head of school may authorise appropriate decision makers to consider or decide upon applications on specified grounds.

### 6.4 Medical reasons

6.4.1 Applications for deferred examinations based on medical grounds must include a medical certificate provided by a registered medical practitioner, registered nurse or registered pharmacist no later than two (2) business days after the examination and stating that the student was unfit to sit the original examination on the relevant day.

6.4.2 Acceptance of medical certificates provided by non-registered medical practitioners will require the approval of the Academic Registrar.

6.4.3 Medical certificates must not be provided by a near relative or close associate of the student.

6.4.4 The University reserves the right to check the validity of the medical certificate with the medical practitioner.

#### 6.5 Compassionate or exceptional circumstances

6.5.1 If an application is made based on compassionate or exceptional circumstances, a statement of reasons why the student was unable to sit the examination on the relevant day and all corroborative evidence must be submitted with the application.

6.5.2 Compassionate or exceptional circumstances could include, but are not limited to:

- a sporting or cultural commitment at state, national or international level (refer to PPL 3.50.07 Programs and Assessment for Elite Athletes – Procedures);
- serious personal or emotional trauma; or
- in very exceptional circumstances, for example, an important planned family or social commitment or unavoidable work commitment.

#### 6.6 Illness during an examination

6.6.1 A student who attends and attempts whole or part of the original examination will not be eligible for a deferred examination.

6.6.2 Despite 6.6.1, the Director, Student Administration, or head of school may approve a deferred examination if they are satisfied there are exceptional circumstances (for example, an epileptic seizure).

6.6.3 Consideration of these exceptional circumstances would require confirmation in a medical certificate dated the date of the examination and which details the following criteria in relation to the medical conditions:

- suddenness of the onset of the condition;
- predisposition to the condition;
- seriousness of the symptoms; and
- impact on the student's ability to remain and complete the examination.

#### 6.7 Unacceptable grounds for deferred examinations

6.7.1 Except in the case of a discretionary deferred examination application, where the Director, Student Administration or head of school is not satisfied that the student took reasonable measures to avoid the circumstance that contributed to the student missing the examination, a deferred examination will not be awarded.

6.7.2 For example, the following are not grounds for the award of a deferred examination:

- misreading an examination timetable;
- holiday arrangements, including overseas travel; and
- social and leisure events, including sporting and cultural commitments other than at state, national or international representative level.

6.7.3 Appeals against denied deferred examinations must be logged within five (5) business days of the date of the decision. See PPL 3.60.02 Student Grievance Resolution.

## 6.8 Scheduling

6.8.1 Deferred examinations for end of semester examinations whether central or school-based are scheduled by Examinations Section and held during the deferred and supplementary examination period.

6.8.2 The deferred examinations for end of semester examinations must be held on or during the following periods —

- for first semester courses - July and August of the same year;
- for second semester courses - December of the same year and January of the following year; and
- for summer semester courses - the following March.

6.8.3 Deferred examinations for mid-semester examinations held outside the end of semester examination period are scheduled and managed by schools.

6.8.4 The President of the Academic Board may vary the timing of deferred examinations.

## 6.9 Finalisation of grades for deferred examinations

Where a student has been awarded a deferred examination during the deferred and supplementary examination period, their grade for that course will typically be finalised within:

1. ten (10) calendar days of the examination date for semester one deferred examinations;
2. twenty-one (21) calendar days of the examination date for semester two deferred examinations;
3. ten (10) calendar days of the examination date for summer semester deferred examinations.

## **7. Supplementary Examinations**

Supplementary assessment granted on a failing grade may, where appropriate, take the form of a written examination (refer to PPL 3.10.09 Supplementary Assessment – Procedures). Unless advised otherwise by the school, Examinations Section will assume that the format of supplementary assessment is a written examination.

### **7.1 Scheduling**

Supplementary examinations are usually held in the relevant deferred and supplementary examination period (refer to PPL 3.10.09 Supplementary Assessment – Procedures).

Where supplementary assessment has been granted on the basis of a final grade uploaded on the official grade release date and takes the form of a written examination, it will be scheduled in the deferred and supplementary examination period.

In cases of late grade finalisation that lead to the award of a supplementary examination, the school will schedule and administer the examination according to timelines as outlined in PPL 3.10.09 Supplementary Assessment - Procedures.

### **7.2 Applications**

Applications for supplementary assessment are made and awarded according to PPL 3.10.09 Supplementary Assessment - Procedures.

### **7.3 Finalisation of grades for supplementary examinations**

Where a student has been granted supplementary assessment and the form of assessment is a written examination during the deferred and supplementary examination period, their grade for that course will typically be finalised within:

1. ten (10) calendar days of the examination date for semester one supplementary examinations;
2. twenty-one (21) calendar days of the examination date for semester two supplementary examinations;

3. ten (10) calendar days of the examination date for summer semester supplementary examinations.

## **8. Release of Examination Papers**

Students are given access to past end of semester examination question papers or sample papers by mid semester break of the following semester, in accordance with PPL 3.10.08 Release of Examination Papers - Procedures.

## **9. Retention and Disposal of Examination Papers**

The schedule below outlines the minimum storage requirements for examination related documents:

- Examination scripts, answer booklets, multiple choice question sheets - a minimum period of twelve months from the date of certification of results.
- Examination question papers: master copy - within six months, either archived at Records Management (where the final paper is exempted from release to the Library), or released as past papers through the UQ Library.
- Examination question papers: used or unused printed copies - one week after the examination.
- Attendance slips - two years (24 months ) after the examination period.
- Supervisors' Reports - two years (24 months) after the examination period.

Where results are disputed or other administrative requirements such as Right to Information Application or pending legal action must be dealt with, scripts will need to be held until the matter is determined or any available appeal avenues are exhausted. At the date the matter is finally determined, the standard requirement to retain examination scripts for a minimum of a further 12 months applies. Completed scripts must be held in a secure location with restricted access. Destruction of scripts must be by confidential means.

## **CURRICULUM AND TEACHING QUALITY APPRAISAL AND ACADEMIC PROGRAM REVIEW**

Processes for appraising teaching quality and undertaking curriculum reviews of the University's undergraduate and postgraduate coursework programs



## **1. Purpose and Objectives**

This policy sets out the processes for appraising curriculum teaching and program quality and risk as well as for undertaking reviews of the University's undergraduate and postgraduate coursework programs. This policy also sets out the processes for the review of generalist degree programs.

## **2. Definitions, Terms, Acronyms**

Academic Program Review (APR) – A process that ensures the qualitative and quantitative review of generalist degrees every 7 years, and all other teaching programs (or suites of programs) every 5 years.

Curriculum and Teaching Quality and Risk Appraisal (CTQRA) – An annual process designed to:

Support access to data for annual appraisal of curriculum, teaching and program quality and risk

Determine teaching and learning focused priorities

Meet institutional regulatory obligations.

CTQRA is guided by UQ internal and external quality and risk indicators in conjunction with contextualisation from schools and faculties to manage curriculum and teaching alignment for the University Strategic Plan.

Generalist degree – Degree programs in which students can complete a significant proportion of the degree by undertaking courses offered by faculties other than that administering the program.

TEQSA – Tertiary Education Quality and Standards Agency

## **3. Policy Scope/Coverage**

This policy applies to all staff of the University of Queensland.

## **4. Policy Statement**

The University of Queensland is dedicated to appraising the quality of teaching and to undertaking regular reviews as part of the quality assurance framework. The University ensures the systematic and regular review of curriculum, teaching and program quality and risk.

## **5. Mechanisms**

5.1. Risk frameworks

The University's risk management framework provides a standardised approach to assessing risk at any level of the organisation. In addition TEQSA's Risk Assessment Framework must be used as a guide in the appraisal process. The Risk Assessment Framework plays a key role in TEQSA's risk-based approach to assuring higher education standards.

### 5.2. Curriculum and teaching quality and risk appraisal

School Teaching and Learning Committees conduct comprehensive reviews of curriculum, teaching and program quality and risk annually, ensuring alignment with the University's Strategic Plan and enabling continuous evidence-based improvement and risk management.

### 5.3. Academic program review (APR)

The APR process requires that every undergraduate program (with the exception of the Bachelor of Arts and Bachelor of Science – see section 5.4 below), every major or field of study in a generalist degree, and every suite of postgraduate coursework programs be subject to a comprehensive review through the APR process at least once every 5 years.

The APR process comprises a broadly-based and comprehensive review of a program of study that has, as its goal, an evidence-based evaluation of the viability, quality, structure, focus and outcomes of the program.

### 5.4. Review of generalist degree programs

The Academic Board conducts a comprehensive review of the University's major generalist degrees (Bachelor of Arts and Bachelor of Science) every 7 years. This holistic and comprehensive assessment builds on and consolidates the 5-year rolling review of the majors that comprise these degrees. Refer to PPL 3.30.06b Review of Generalist Degree Programs - Procedures for further details.

## **STUDENT CHARTER**

A summary of the mutual aspirations and expectations of the UQ community for and about UQ students including those related to assessment

## 1. Purpose and Objectives

The purpose of the Student Charter is to set out the University's commitment to students' education and experience at UQ, and to spell out the expectations and responsibilities of all members with respect to conduct; to provide guidelines to foster a healthy, diverse, creative and high achieving environment within which to study, research and work; and to continually strive to achieve recognition as a major global university developing solutions to global problems. The Charter brings together key principles outlined in the University's various policies that promote a sense of community, personal accountability and respect for the rights of others.

## 2. Definitions, Terms, Acronyms

Student Charter - a summary of the mutual aspirations and expectations of the UQ community for and about UQ students.

## 3. Policy Scope/Coverage

This Charter applies to:

- all students at The University of Queensland;
- all activities undertaken by students on University of Queensland premises and all external activities directly related to their study and research; and
- all communication engaged in by students, including the use of social media, that is directly related to their role as a student.

## 4. Policy Statement

The University of Queensland is committed to:

- establishing and sustaining a community that supports independent scholarly learning and research, critical judgment, academic integrity and ethical standards in all students;
- the pursuit of excellence in all aspects of learning and research;
- involving students as active participants in their educational experience; and
- enhancing the student experience.

Fundamental to this commitment, the University has formulated the Student Charter, which recognises:

- that all members of the University community deserve respect from others in both formal and informal contexts; and

- the importance of educating all students and staff in relation to their responsibilities.

All members of the University community will have access to the Student Charter.

## **STUDENT INTEGRITY AND MISCONDUCT**

Expectations of student conduct including those related to assessment and guidelines for responding to misconduct

### **1. Purpose and Objectives**

1.1. The University is committed to excellence of learning experiences and outcomes for its students. It aims to provide a learning environment that fosters and instils in all students the qualities of independent scholarly learning, critical judgment, academic integrity and ethical sensitivity.

All University community members share responsibility for maintaining the academic standing of the University. As such, students have a responsibility to maintain the highest standards of academic integrity in their work and ensure they appropriately acknowledge the ideas, interpretations, words or creative works of others.

To facilitate the achievement of academic integrity, University staff must cultivate, with their students, a climate of mutual respect for original work and a clear understanding of standards for academic integrity.

1.2 This policy is based on the principle that dealings among members of the University community should be one of mutual respect.

1.3 This policy is part of the process by which the University encourages adherence to this principle in the context of student behaviour. The University encourages students to behave in a way that:

(a) allows reasonable freedom to others to pursue their studies, research, duties and other lawful activities in the University and on its sites, and to participate in the life of the University;

(b) recognises that the pursuit of academic excellence is a key aim of the University; and

(c) promotes the proper use of University facilities and information and the property of other persons on its sites.

1.4 The objectives of this policy are to:

(a) promote the principle of mutual respect by informing students of behaviour which the University community considers appropriate;

(b) discourage behaviour which the University community considers inappropriate;

(c) implement fair and just procedures for dealing with possible cases of misconduct; and

(d) provide for the imposition and enforcement of penalties for misconduct.

## **2. Definitions, Terms, Acronyms**

Academic integrity - is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in research and academic publishing.

Academic misconduct - is conduct on the part of a student that is defined as academic misconduct in section 6.1.

Academic Registrar - the Academic Registrar of the University.

Campus Director - the Gatton Campus Director.

cancellation of enrolment - the cancellation of a student's enrolment in all courses or programs at the University.

Cheating - occurs when a student acts before, during or after an assessment or examination in such a way as to seek to gain unfair advantage or assist another student to do so and includes, but is not limited to:

(a) plagiarising the work of another person and presenting that work as if it is the student's own work, without appropriate acknowledgement;

(b) colluding with other students on individual assessment items;

(c) fabricating data or inventing references;

(d) bringing unauthorised material into an examination without the permission of the supervisor or leaving the material with the examination supervisor immediately on entering an examination;

(e) submitting the same work or recycling work without prior permission of the course coordinator;

(f) violating policies and procedures and rules governing administration of examinations;

(g) violating any policies and procedures and rules relating to academic conduct of a course or program.

Chief Operating Officer - the Chief Operating Officer of the University.

Collusion - when two or more students, or a student and any other person(s), act together to cheat, plagiarise or engage in other academic misconduct, or incite others to do so.

Decision-maker - an officer or body listed as a decision-maker under sections 8.1 and 8.2 or section 9 of this policy.

Deputy Head of School - a Deputy Head of School of the University.

Disciplinary Board - the Disciplinary Board as defined in section 10.1.

Executive Dean - the Executive Dean of a Faculty of the University.

Expulsion - a student is expelled from the University and is prohibited from enrolling in any courses or programs at the University.

General misconduct - is conduct on the part of a student that is defined as general misconduct in section 6.2.

Head of Halls - the Head of Halls of Residence, Gatton Campus.

Head of School - a Head of School of the University.

Institute Director - the director of the relevant University Institute.

Integrity Officer - the officially appointed academic staff member who promotes the values and practice of academic integrity to students and staff, provides guidance to academic staff about the delivery of educational strategies associated with academic integrity, and provides guidance and support to decision-makers in relation to student academic misconduct. A person appointed to this role must be:

(a) at school level - the chair of the School Teaching and Learning Committee, or their written nominee;

(b) at faculty level - the Associate Dean (Academic), or their written nominee;

(c) for the graduate school – the Deputy Dean of the Graduate School, or their written nominee;

(d) for institutes - the Director of Post-Graduate Studies; and

(e) for general misconduct matters associated with the Halls of Residence - Gatton Campus, the Manager, Residential Programs is the appointed Integrity Officer. legally qualified - a person who holds a degree or formal training in law (e.g. LLB or JD equivalent) and/ or a person admitted or qualified to be an Australian lawyer as defined by the relevant legislation.

Plagiarism - the act of misrepresenting as one's own original work the ideas, interpretations, words or creative works of another either intentionally or unintentionally. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and/or electronic media.

policy - a Senate approved policy as adopted from time to time.

Poor academic practice – is a minor instance of academic misconduct and is determined with reference to a student’s experience, intent and all other reasonable circumstances.

Preliminary investigation - a preliminary investigation to consider whether there is evidence that a student engaged in misconduct under section 7.3.

Procedural fairness - is a principle that is applied by the University to ensure that decisions are made in accordance with the rule against bias and the hearing rule (i.e. a person is given an opportunity to present their case with knowledge of any prejudicial material that may be taken into account by the decision-maker).

Research misconduct - a failure to comply with the principles or specific provisions of University policies relating to the conduct of research and includes but is not limited to conduct in, or in connection with, research that is dishonest, reckless or persistently negligent; and/or seriously deviates from accepted standards within the research and scholarly community for proposing, conducting or reporting research. Examples of research misconduct include:

- (a) fabrication of data or results;
- (b) falsification of data or results;
- (c) plagiarism of data, results, or written outputs;
- (d) redundant or duplicate publication of data, results, or written outputs;

(e) failure to declare or adequately manage risk to the safety of human participants, or the wellbeing of animals or the environment;

(f) misleading ascription of authorship to a publication including listing authors without their permission, attributing work to people who did not contribute to the publication, omission of people eligible to be authors, lack of appropriate acknowledgement of work primarily produced by others;

(g) failure to disclose conflicts of interest or cases where a conflict of interest might reasonably be perceived to exist;

(h) falsification or misrepresentation to obtain funding;

(i) conducting research without required ethics approval as required by the National Statement on Ethical Conduct in Research Involving Humans and the Australian Code of Practice for the Care and Use of Animals for Scientific Purposes; and

(j) wilful concealment or facilitation of research misconduct by others.

Senate Discipline Appeals Committee – the Senate Discipline Appeals Committee as defined in section 10.2.

Student – means a person enrolled as a student at the University or undertaking courses or programs at the University at the time of the alleged academic or general misconduct.

Student file – hard copy and electronic information which is maintained by Records and Archives Management Services (RAMS) and relates to a student during their time of enrolment with The University of Queensland.

Support person – a person accompanying a student at a misconduct hearing.

suspension – means a student is suspended from entering the University’s land, sites or part of the land or sites or engaging in an activity as a student of the University for the duration of the suspension.

University – The University of Queensland.

Vice-Chancellor – the Vice-Chancellor of the University.

### **3. Policy Scope/Coverage**

This policy applies to all students.



## **4. Policy Statement**

4.1 Students must conduct themselves in a manner consistent with the standards of behaviour set out in the student charter and the higher degree by research candidate charter. These standards of behaviour are intended to promote the highest standards of honesty and academic integrity and to promote the good order and management of the University.

4.2 Disciplinary action for misconduct will be taken under this policy in accordance with the following principles –

(a) Disciplinary procedures must be fair and just, and consistent with the requirements of procedural fairness.

(b) Penalties imposed for misconduct must be appropriate and proportionate.

(c) Decision-making on misconduct will be carried out in accordance with appropriate levels of responsibility within the University.

(d) The initial focus of decision-making is on whether there is evidence of misconduct, with judgments of intentionality being taken into account in determining any penalty that might be applied.

(e) Confidentiality must be respected and maintained by all parties within the constraints of the need to hear a misconduct allegation or fully investigate misconduct allegations subject to any legal requirements for disclosure and consistent with the principles of natural justice and in accordance with other University policies, procedures and guidelines.

4.3 Conflicts of interest

Staff involved in misconduct or appeals processes must disclose actual, perceived or potential conflicts of interest (whether personal, financial or otherwise) as soon as they become aware of them.

## **5. Student Rights**

In accordance with the requirements of procedural fairness, students have the right to:

(a) have a case of alleged misconduct dealt with as promptly as possible;

(b) receive a copy of, or an opportunity to inspect, all relevant evidence held by the decision-maker;

(c) be given an opportunity to appear before the decision-maker to answer the allegation;

(d) appeal a decision to a designated person or body who is not the decision-maker.

## **6. Student Misconduct**

### 6.1 Definition of academic misconduct

6.1.1 Academic misconduct is conduct on the part of a student (including conduct during practicums or placements in their capacity as a student of the University) that:

(a) hinders the pursuit of academic excellence and includes cheating, collusion and plagiarism;

(b) seeks to gain for himself or herself, or for any other person, any academic advantage or advancement through the improper use of University facilities, information or the intellectual property of others; or

(c) constitutes research misconduct.

6.1.2 Without limiting the generality of section 6.1.1, instances of academic misconduct include:

(a) making a false representation as to a matter affecting a student as a student;

(b) tampering, or attempting to tamper, with examination scripts, class work, grades or class records;

(c) failing to abide by reasonable directions of a member of academic staff in relation to academic matters, including directions regarding individual responsibility for the submission of assessable work or any other direction by academic staff relating to the undertaking of courses or assessment at the University;

(d) acquiring, or attempting to acquire, possess, or distribute examination materials or information without approval;

(e) impersonating another student, or arranging for anyone to impersonate a student, in an examination or other assessment task;

(f) giving to the University a document that the University requires of the student (eg. medical certificate or other supporting documentation) which is false;

(g) altering group assessment work of participating students without the collaborating students' consent; or

(h) failing to comply with a penalty imposed under this policy.

## 6.2 Definition of general misconduct

6.2.1 General misconduct is conduct on the part of a student that –

(a) impairs the reasonable freedom of others to pursue their studies, research, duties and other lawful activities in the University or on University land or sites or to participate in the life of the University; or

(b) amounts to improper use of University facilities or information or improper use of the property of others on University land or sites.

6.2.2 Without limiting the generality of section 6.2.1, instances of general misconduct include conduct where a student is –

(a) contravening any provision of the University of Queensland Act 1998, statutes or policies;

(b) behaving in a manner that prejudices the reputation of the University;

(c) engaging in unlawful or criminal activity on University land or sites;

(d) engaging in conduct contrary to the relevant placement policy, procedure or agreement during practicums or placements in their capacity as a student of the University;

(e) damaging or destroying University property (including without limitation library books, or computing hardware or software by deliberately releasing computer viruses or in some other way);

(f) misusing University facilities, systems and equipment, to engage in illegal activity or activity prohibited by the University's rules and policies (eg. computer hacking or infringing copyright);

(g) stealing, removing or misappropriating University property or equipment;

(h) harassing, vilifying, bullying, abusing, threatening, assaulting or endangering staff, students or other members of the University's community directly or by other means of communication;

(i) unreasonably disrupting staff or students or others from undertaking their normal activities at the University;

(j) failing to follow reasonable directions of an employee of the University;

(k) altering, falsifying or fabricating any document or record of the University (eg. altering an academic transcript);

(l) altering or falsifying any documentation that the University requires of the student (eg. medical certificate or other supporting documentation);

(m) divulging confidential or personal information relating to any University matter, staff member or student (eg. employment records, in-camera committee discussions) in circumstances where there is no reasonable or lawful excuse for doing so;

(n) behaving inappropriately in an activity (eg. in the virtual and physical environments such as e-learning sites, face to face classes or meetings), in a facility in or under the control or supervision of the University or a recognised University student association;

(o) refusing or is unable to identify him/herself or produce a Student ID card when asked to do so by an officer of the University (eg. security officer, examination invigilator);

(p) knowingly providing false or misleading information to staff of the University;

(q) using taped, recorded or videotaped lectures, tutorials or other classes in a way that infringes another person's privacy or the University's or any other person's intellectual property rights (eg. by publishing or distributing a recording without permission); or

(r) failing to comply with a penalty imposed under this policy.

6.2.3 General misconduct - level 3 will be deemed to have been committed by any student found guilty of any offence of a sexual nature under criminal law in relation to conduct that is connected to UQ, including conduct that:

(a) occurs during, or in connection with, any UQ related function, activity or event (whether sanctioned by UQ or otherwise);

(b) occurs when a person is representing UQ in any capacity;

(c) occurs during, or in connection with, the performance of duties for UQ;

(d) occurs using, or is facilitated by, UQ ICT resources or other UQ equipment;

or

(e) occurs on, or in connection with, any property owned, leased or occupied by UQ (or any entities it controls) or any lands or roads occupied or used in connection with UQ.

### 6.3 Attempt to commit misconduct

A student who attempts to commit misconduct is guilty of misconduct.

### 6.4 Levels of misconduct

6.4.1 Student misconduct is determined according to a system of three levels of misconduct:

- (a) level 1 – minimal;
- (b) level 2 – moderate; and
- (c) level 3 – serious.

6.4.2 The levels of misconduct determine which decision-maker decides an allegation of student misconduct and the available penalties.

6.4.3 A decision-maker who has a conflict of interest must refer the alleged misconduct to an appropriate decision-maker at the same or higher level. The appointed decision-maker will then hear the allegation in place of the original decision-maker but will apply the same level of misconduct as the original decision-maker.

## **7. Reporting and Referral of Allegations of Misconduct**

### 7.1 Reporting a complaint of misconduct generally

Any person may report a complaint of misconduct by a student to the student's Course Coordinator, Deputy Head of School, Head of School, Executive Dean, Dean of the Graduate School, Academic Registrar or the Chair of the Disciplinary Board.

### 7.2 Third Party Notifier

7.2.1 If a person reports a complaint of alleged misconduct, an acknowledgement letter of receipt will be issued.

7.2.2 An acknowledgement letter of a reported instance of alleged misconduct must include:

- (a) the date the report was received and a brief description of the alleged misconduct;
- (b) reference to the Privacy Management Policy and Procedures PPL 1.60.02;
- (c) reference to the Student Integrity and Misconduct Policy and Guidelines PPL 3.60.03 and the confidentiality of misconduct matters; and
- (d) a statement that the outcome of the University's enquiries or investigations will not be advised to the Notifier.

### 7.3 Dealing with a complaint of misconduct

7.3.1 A member of staff who receives a complaint under section 7.1 in relation to:

- (a) academic misconduct must –
  - (i) refer the complaint to a relevant integrity officer; and
  - (ii) in consultation with the integrity officer, conduct a preliminary investigation in a timely manner;
- (b) general misconduct must –
  - (i) refer the complaint to the Academic Registrar; and
  - (ii) in consultation with the Academic Registrar, conduct a preliminary investigation in a timely manner.

7.3.2 If a complaint raises an allegation which may be regarded as either academic or general misconduct, then the allegation will be treated as academic misconduct.

7.3.3 Upon finalisation of the preliminary investigation into a complaint in relation to:

- (a) academic misconduct, a person who received the complaint must provide a report to an integrity officer;
- (b) general misconduct, a person who received the complaint must provide a report to the Academic Registrar.

7.3.4 The Academic Registrar may authorise another University employee to exercise his or her powers under this section.

#### 7.4 No case to answer

After receiving the preliminary investigation report, the Integrity Officer or the Academic Registrar may, in his or her discretion, taking into consideration the preliminary investigation report, find that further investigation and/or action under this policy is not warranted.

#### 7.5 Counselling for alleged misconduct

7.5.1 After receiving the preliminary investigation report in relation to alleged academic misconduct, the Integrity Officer may in his or her discretion decide to counsel a student if:

- (a) the student engaged in inadvertent, unintentional and minor academic misconduct; or

- (b) the student engaged in poor academic practice; and
- (c) the student has not previously been counselled for a matter of a similar nature.

7.5.2 If the decision is made to counsel a student under 7.5.1, that counselling may include:

- (a) the provision of advice on remediation directly to the student;
- (b) the referral of the student to further services for guidance and advice to remediate their performance.

7.5.3 If the matter involves the insertion of inappropriately referenced material in an item of assessment, the options are to either:

- (a) have the work marked as submitted, excluding from consideration in that marking, any material that had not been referenced appropriately; and/or
- (b) require the student to resubmit the corrected work to demonstrate their improved understanding of appropriate referencing without any opportunity to improve the mark assigned for the original submission.

7.5.4 After receiving the preliminary investigation report in relation to alleged general misconduct, the Academic Registrar may in his or her discretion decide to counsel a student if the student's conduct was inadvertent or unintentional and it is appropriate to counsel the student, giving consideration to the nature of the allegation and the disciplinary record of the student.

7.5.5 Counselling under this section does not form part of the student's disciplinary record.

7.5.6 The Academic Registrar may authorise another University employee to exercise his or her powers under this section.

7.5.7 A student who declines to accept the counselling issued under section 7.5, including any requirement to revise and resubmit assessment, will have the complaint made against them referred to a decision-maker for consideration under section 7.6 of the policy.

## 7.6 Referral of alleged misconduct

7.6.1 If the Integrity Officer or Academic Registrar does not decide to counsel a student under section 7.5, or if the student fails to accept the counselling offered under 7.5, the Integrity Officer or Academic Registrar must refer the allegation to the relevant

decision-maker, giving consideration to the nature of the allegation and the disciplinary record of the student.

7.6.2 The Integrity Officer or Academic Registrar must refer an allegation of misconduct to a relevant decision-maker within 5 business days of completion of the preliminary investigation.

7.6.3 The Academic Registrar may authorise another University employee to exercise his or her powers under this section.

## **8. Decision-making**

### 8.1 Decision-makers for academic misconduct

The decision-makers for each level of academic misconduct are –

(a) level 1 – the relevant Head of School, the Deputy Head of School or the Institute Director; and

(b) level 2 – the relevant Executive Dean or the Dean of the Graduate School; and

(c) level 3 – the Disciplinary Board or the Senate Discipline Appeals Committee.

### 8.2 Decision-makers for general misconduct

8.2.1 The decision-makers for each level of general misconduct are –

(a) level 1 – the relevant Head of School, the Deputy Head of School, the Dean of the Graduate School, the Institute Director, the Head of Halls, the Academic Registrar, the Librarian or the Chief Information Officer; and

(b) level 2 – the relevant Executive Dean, the Dean of the Graduate School, the Institute Director, the Campus Director, or the Academic Registrar; and

(c) level 3 – the Academic Registrar, the Disciplinary Board or the Senate Discipline Appeals Committee.

8.2.2 The Head of Halls and the Campus Director may only act in their respective levels of general misconduct where they concern general misconduct occurring in the Halls of Residence at the Gatton Campus.

### 8.3 Allegation notices

8.3.1 If an allegation is referred to a decision-maker following a preliminary investigation under section 7.3, the decision-maker must issue an allegation notice to the student within 14 business days.

8.3.2 An allegation notice must include –



(a) a description of the alleged student misconduct and the circumstances in which the alleged misconduct occurred; and

(b) the date, time and location of the hearing; and

(c) a statement inviting the student to attend the hearing and advising that the student may be accompanied by a support person who is not legally qualified subject to the decision-maker also having the discretion to allow the presence of a legally qualified support person; and

(d) a statement that the hearing may proceed in the student's absence if the student does not attend the hearing.

8.3.3 After receiving an allegation notice, a student may request a copy of all documentation containing the substantive material on which the allegation is based from the relevant decision-maker.

8.3.4 A decision-maker who receives a request under section 8.3.3 must provide the student with a copy of the documentation or access to view the documentation within a reasonable time before the hearing.

#### 8.4 Time limit to decide case

A decision-maker must decide a case of alleged misconduct within 20 business days from the date the allegation notice was issued or within a longer period if the student and the Academic Registrar agree.

#### 8.5 Conduct of hearings

8.5.1 Subject to this section, the decision-maker must conduct a hearing for the allegation in the manner that the decision-maker considers appropriate in accordance with the requirements of procedural fairness.

8.5.2 The student is entitled to be accompanied by a support person who is not legally qualified subject to the decision-maker also having the discretion to allow the presence of a legally qualified support person.

8.5.3 At the hearing, the decision-maker must –

(a) give the student a copy of, or an opportunity to inspect, all substantive material evidence associated with the allegation of misconduct (if not already provided); and

(b) give the student a reasonable opportunity to appear before the decision-maker to answer the allegations, and in particular, to comment on the substantive material on which the allegation is based; and

(c) consider any written or oral statements made by the student in relation to the allegation of misconduct; and

(d) maintain order in the hearing and, for this purpose, the decision-maker has the power to order the removal of a person, including a student or the person accompanying the student (if any).

8.5.4 If the decision-maker's deliberations indicate that more information about the allegation is required, the decision-maker may recall the student and the person accompanying the student (if any) to provide the information or to hear and comment on it.

#### 8.6 Basis for decision

In considering a case of alleged misconduct, a decision-maker must make a decision based on findings of facts that are established on sound reasoning and relevant evidence.

#### 8.7 Decision-maker may refer matter

8.7.1 If the decision-maker forms the view the allegation was not referred to the appropriate decision-maker for the level of misconduct, the decision-maker may, at any time before making a decision in relation to an allegation of misconduct, refer

- (a) an allegation of academic misconduct to an Integrity Officer; or
- (b) an allegation of general misconduct to the Academic Registrar.

8.7.2 The Integrity Officer or Academic Registrar to whom the allegation has been referred to under section 8.7.1 must –

- (a) give consideration to the nature of the allegation; and
- (b) take into account the disciplinary record of the student; and
- (c) decide to either:
  - (i) counsel the student under section 7.3 of this policy; or
  - (ii) refer the allegation of misconduct to a more relevant decision-maker.

8.7.3 If an allegation is referred to a decision-maker under section 8.7.2, the decision-maker must issue a new allegation notice in accordance with section 8.3.2.

8.7A Decision in relation to general misconduct arising from offence of a sexual nature under criminal law

There is no requirement for the steps contemplated in sections 7 and 8.3 to 8.7 (inclusive) of this policy to be complied with in relation to any student deemed to have

committed general misconduct - level 3 in accordance with section 6.2.3 of this document.

#### 8.8 Penalties available for academic misconduct

Penalties that may be imposed by a decision-maker are based on the three levels of academic misconduct as follows:

(a) level 1 academic misconduct – a decision-maker may impose one or more of the following penalties for level 1 academic misconduct –

- (i) a written warning;
- (ii) remedial activity, which may include a range of educational activities such as attendance at workshops or completion of an online tutorial;
- (iii) if the academic misconduct involved the use of school facilities or services, suspension for a period not exceeding 1 week from school facilities or services;
- (iv) requirement for the student to resubmit or revise the assessment item in relation to which misconduct occurred by a specified date;
- (v) zero marks in relation to a specific component of a piece of assessment which is the subject of the academic misconduct;
- (vi) zero marks for the piece of assessment in which misconduct occurred; or
- (vii) imposition of a limit on the grade the student may be awarded in the course in which misconduct occurred; or

(b) level 2 academic misconduct – a decision-maker may impose one or more of the following penalties for level 2 academic misconduct –

- (i) any level 1 penalty;
- (ii) if the academic misconduct involved the use of faculty facilities or services, suspension for a period of no longer than one week from the faculty facilities or services;
- (iii) zero marks for the piece of assessment in which misconduct occurred (with or without the requirement for the student to resubmit or revise the assessment to an acceptable standard by a specified date for which no marks may be awarded);
- (iv) refusal or cancellation of credit for the course in relation to which misconduct occurred;
- (v) annulment of a thesis examination report; or

(c) level 3 academic misconduct – a decision-maker may impose one or more of the following penalties for level 3 academic misconduct –

- (i) any level 1 or 2 penalty;
  - (ii) if the academic misconduct involved the use of school or faculty facilities or services, suspension for up to 5 years from the school or faculty facilities or services;
  - (iii) refusal or cancellation of credit for any course or courses (in which a grade of G or M may be applied - see explanation of grades);
  - (iv) cancellation of enrolment and refusal to re-enrol at the University for a specified period not exceeding 5 years;
  - (v) expulsion from the University.
- (d) Any study undertaken at another tertiary institution during the period for which the student is subject to 8.8(c)(iv) or 8.8(c)(v) will not count for credit towards any program of the University.

#### 8.9 Penalties available for general misconduct

Penalties that may be imposed by a decision-maker are based on the three levels of general misconduct as follows –

(a) level 1 general misconduct – a decision-maker may impose one or more of the following penalties for level 1 general misconduct –

- (i) a written warning;
- (ii) suspension for a period not exceeding 1 week from school, library or information technology facilities or services; or

(b) level 2 general misconduct – a decision-maker may impose one or more of the following penalties for level 2 general misconduct –

- (i) any level 1 general misconduct penalty;
- (ii) suspension for a period not exceeding 1 week from faculty facilities or services;
- (iii) campus service for a period not exceeding 50 hours, with no employment relationship established or implied;

(iv) if the decision-maker is the Academic Registrar, suspension for a period not exceeding 2 weeks from the University or part of it; or

(c) level 3 general misconduct – a decision-maker may impose one or more of the following penalties for level 3 general misconduct –

- (i) any level 1 or 2 penalty;

(ii) if the decision-maker is the Disciplinary Board –

(A) suspension of up to 5 years from the University or part of it; or

(B) expulsion from the University.

#### 8.10 Compensation

In addition to any penalty imposed under section 8.9, a decision-maker may order a student to pay compensation up to a value of \$500.

#### 8.11 Factors in determining relevant penalty

Relevant factors for the decision-maker, in his or her discretion, in determining an appropriate penalty for misconduct include –

(a) the nature and extent of misconduct;

(b) the length of tertiary experience;

(c) the student's disciplinary record;

(d) whether the decision-maker believes the student did not intend to commit the misconduct;

(e) in the case of plagiarism, whether the student should be deemed to have intended to engage in academic misconduct because –

(i) the student was provided with a detailed and specific definition of what constitutes plagiarism in respect of his or her course or particular piece of work; and

(ii) the student signed a declaration in respect of the relevant piece of work that they read and understood the information on plagiarism, and the penalties that may be imposed where an academic offence is committed; and

(iii) the student's act of plagiarism is clearly covered by the information on plagiarism which the student received;

(f) the nature and relative weighting of an assessment;

(g) whether there is evidence of a deliberate and premeditated decision to engage in misconduct;

(h) the impact of the conduct on other people; or

(i) whether there are any mitigating circumstances provided that failure to complete the compulsory academic integrity online tutorial is not considered a mitigating circumstance.

#### 8.12 Cancellation of enrolment and expulsion

8.12.1 A body empowered to cancel enrolment or expel a student may direct that the cancellation of enrolment or expulsion be set aside or deferred upon the conditions that the body decides.

8.12.2 A person who is expelled from the University must not be re-enrolled except by permission of the Vice-Chancellor, whose permission will not be given within the first 5 years.

### 8.13 Notice of decision

8.13.1 As soon as practicable after the decision-maker makes a decision, the decision-maker must –

- (a) give the student a written notice of the decision; and
- (b) inform the student of any appeal rights and timeframes; and
- (c) if the decision-maker is not the Academic Registrar—give a copy of the notice to the Academic Registrar.

8.13.2 The notice must state:

- (a) the decision;
- (b) the misconduct level;
- (c) the reasons for the decision;
- (d) the student’s right to appeal and applicable timeframes; and
- (e) that the outcome of the appeal may be: no change to original decision, reduced severity and or level of penalty, or increased severity and or level of penalty.

## 9. Appeals

### 9.1 Appeals

9.1.1 A student may appeal a decision of a decision-maker as to –

- (a) whether the student has committed misconduct; or
- (b) the penalty imposed by the decision-maker.

9.1.2 To appeal a decision the student must lodge an appeal application with the Academic Registrar within 20 business days of being given notice of the decision.

9.1.3 An appeal application must clearly state:

- (a) the decision being appealed and the grounds for appeal; and
- (b) grounds of appeal which must include one or more of the following:
  - (i) since the decision was made substantive new information that supports their case has become available;

(ii) the process for making the decision was procedurally incorrect or unfair;  
(iii) the penalty imposed by the decision-maker was disproportionate to the level of alleged misconduct.

(c) that a student must attach all relevant supporting appeal documentation at the time of lodging the appeal application.

(d) that when making an appeal the student must note that the relevant appeal person or appeal body may apply penalties relevant to the assessed level of misconduct as advised in the appeal hearing notification.

9.1.4 The Academic Registrar may extend the time for compliance with section 9.1.2.

9.1.5 Despite section 5(d) of this policy, the Academic Registrar may request further information from a student in relation to their appeal application prior to giving notice to the relevant appeal person or the chairperson of the relevant appeal body.

9.1.6 The Academic Registrar must give a minimum of 5 business days written notice of hearing date of appeal to the relevant appeal person or the chairperson of the relevant appeal body.

9.1.7 The relevant appeal person or body must hear the appeal within 20 business days from the date the student gives notice of the appeal, unless the student and the Academic Registrar agree on a longer period.

9.1.8 An appeal will be heard by the relevant appeal person or body by way of 'new hearing' and consider all disciplinary material at first instance. A 'new hearing' under this policy means an appeal de novo.

## 9.2 Who hears an appeal arising from academic misconduct

9.2.1 An appeal arising from level 1 cases of academic misconduct will be heard and decided by the Executive Dean and proceeds by way of a new hearing under the procedures set out in section 8.5.

9.2.2 An appeal arising from level 2 cases of academic misconduct will be heard and decided by the Disciplinary Board and proceeds by way of a new hearing under the procedures set out in section 8.5.

9.2.3 An appeal arising from level 3 cases of academic misconduct will be heard and decided by the Senate Discipline Appeals Committee and proceeds by way of a new hearing under the procedures set out in section 9.4.

### 9.3 Who hears an appeal arising from general misconduct

9.3.1 An appeal arising from level 1 cases of general misconduct will be heard and decided by the Disciplinary Board and proceeds by way of a new hearing under the procedures set out in section 8.5.

9.3.2 An appeal arising from level 2 cases of general misconduct will be heard and decided by the Disciplinary Board and proceeds by way of a new hearing under the procedures set out in section 8.5.

9.3.3 An appeal arising from level 3 cases of general misconduct will be heard and decided by:

(a) the Disciplinary Board and proceeds by way of a new hearing under the procedures set out in section 8.5; or

(b) if the Disciplinary Board heard the initial case, the Senate Discipline Appeals Committee and proceeds by way of a new hearing under the procedures set out in section 9.4.

### 9.4 Procedures of Senate Discipline Appeals Committee

9.4.1 In dealing with an appeal, the Senate Discipline Appeals Committee must give the student an appeal hearing notice at least 5 business days before the date of the hearing of the time and place of the hearing;

9.4.2 The appeal hearing notice must provide:

- (i) a description of the alleged student misconduct;
- (ii) the circumstances in which the alleged misconduct occurred;
- (iii) the penalty as stated by the original decision-maker;
- (iv) the grounds of appeal made by the student;
- (v) the date, time and location of the hearing;
- (vi) a statement inviting the student to attend the hearing and advising that the student may be accompanied by a support person who is legally qualified; and
- (vii) a statement that the hearing may proceed in the student's absence if the student does not attend the appeal hearing.

9.4.3 After receiving an appeal hearing notice, a student may request from the Secretary of the Senate Discipline Appeals Committee, a copy of all documentation containing substantive material on which the allegation was based.



9.4.4 The Secretary of the Senate Discipline Appeals Committee must respond to a request under 9.4.3 and provide the student with a copy of the documentation or access to view the documentation as soon as practicable.

9.4.5 The University and the student are entitled to legal representation.

9.4.6 The student must advise the Secretary of the Senate Discipline Appeals Committee at least three (3) business days prior to the notified appeal hearing date of the name, qualifications and contact details of their legally qualified representative.

9.4.7 The committee must determine an appeal on the basis of evidence adduced by the University and the student.

9.4.8 In all matters other than those above, when dealing with an appeal, the Senate Discipline Appeals Committee must proceed in the way the chairperson decides.

9.5 Notice of decision

9.5.1 As soon as practicable after the appeal body makes a decision, the appeal body must:

- (a) give the student a written notice of the decision; and
- (b) give a copy of the notice to the Academic Registrar.

9.5.2 The notice must state:

- (a) the decision;
- (b) the reasons for the decision; and
- (c) right to appeal to the Queensland Ombudsman's Office.

## **10. Composition of Disciplinary Board and Senate Discipline Appeals Committee**

10.1 Disciplinary Board

10.1.1 The University must have a Disciplinary Board.

10.1.2 The Disciplinary Board comprises –

(a) a chairperson, who is a senior member of academic staff appointed by the Vice-Chancellor; and

(b) two members of the academic staff, appointed by the Vice-Chancellor; and

(c) two students, who are students at the time of appointment, appointed by the Vice-Chancellor after consulting the President of the University of Queensland Union for a term of 1 year.

10.1.3 The Academic Registrar may appoint a person to act as secretary to the Board.

10.1.4 The chairperson of the Disciplinary Board has a deliberative vote and a casting vote.

10.1.5 A quorum of the Board is three.

10.1.6 The Vice-Chancellor may appoint a member of the Board, including a replacement member, to act as chairperson during the absence of the chairperson.

10.2 Senate Discipline Appeals Committee

10.2.1 The University must have a Senate Discipline Appeals Committee.

10.2.2 The Senate Discipline Appeals Committee comprises –

(a) two Senators who are not academic staff of the University, appointed by Senate for a term of three years, one of whom is appointed as chairperson; and

(b) one academic board member appointed by the Chancellor, after consulting the President of the Academic Board, for a term of three years; and

(c) two persons who are students at the time of appointment, appointed by the Chancellor, after consulting the President of the University of Queensland Union, for a term of one year.

10.2.3 The Chief Operating Officer may appoint a person to act as secretary to the committee.

10.2.4 The chairperson has a deliberative vote and a casting vote.

10.2.5 A quorum of the committee is four.

10.2.6 If, in a particular case, a member of the committee is absent or declines to sit, or the Chancellor considers it appropriate that the member not sit, the Chancellor may nominate a person to sit in the member's place for the purposes of dealing with that case.

10.2.7 The Chancellor may appoint a member of the committee, including a replacement member, to act as chairperson during the absence of the chairperson.

10.2.8 If a member leaves the committee during his or her term, the Chancellor may appoint a suitably-qualified person to fill the casual vacancy for the remainder of the term.

## **11. Undischarged Penalties**

11.1 Undischarged penalties

11.1.1 If a penalty imposed on a student under this policy remains outstanding the decision-maker may issue a notice requiring the student to appear before that decision-maker to review the original penalty or penalties imposed on the student.

11.1.2 The notice must include –

- (a) a description of the penalty or penalties that remains outstanding; and
- (b) the date, time and location of the hearing; and
- (c) a statement inviting the student to attend the hearing and advising that the student may be accompanied by a person who is not legally qualified; and
- (d) a statement that the hearing may proceed in the student's absence if the student does not attend the hearing.

11.1.3 The hearing must proceed in accordance with the procedures in section 8.5.

11.1.4 After considering any evidence presented by the student, the decision-maker must review the appropriate penalty or penalties and may, in his or her discretion, impose any penalty or penalties available to the decision-maker according to the level of misconduct.

11.1.5 As soon as practicable after the decision-maker makes a decision, the decision-maker must:

- (a) give the student a written notice of the decision, including reasons for the decision; and
- (b) if the decision-maker is not the Academic Registrar – give a copy of the notice to the Academic Registrar.

11.1.6 Despite section 11.1.4, the University may, during the period in which any penalty imposed on a student remains outstanding –

- (a) refuse to release to the student the result for any assessment item completed by the student; or
- (b) refuse to grant to the student credit for the completion of any course at the University; or
- (c) refuse to confer on the student an award for which the student is eligible.

11.1.7 A student may apply to the Academic Registrar for the release of results, or the grant of credit or the conferral of an award, in exceptional circumstances.

## **12. Forfeiture of Fees**

### 12.1 Forfeiture of fees for cancellation of enrolment or expulsion

12.1.1 No fees paid by a student relating to a period where the student's enrolment is cancelled under this policy are refundable or repayable to the student.

12.1.2 No fees paid by a student are refundable or repayable to the student where the student is suspended or expelled from the University under this policy.

## **13. Emergency Power to Suspend Student**

### 13.1 Interim suspension

13.1.1 The Vice-Chancellor may in his or her discretion make an interim suspension order if the Vice-Chancellor is satisfied on reasonable grounds that there is a substantial risk that a student will:

- (a) injure a person, or damage property, on the University's land; or
- (b) cause serious disruption of a University activity.

13.1.2 An interim suspension order takes effect immediately.

13.1.3 As soon as possible after the Vice-Chancellor makes the order, the Vice-Chancellor must:

- (a) give the student written notice of the order; and
- (b) refer the matter to the Academic Registrar under section 7.6 of this policy.

13.1.4 The notice must include:

- (a) the details of the order; and
- (b) a statement of the reasons for the decision; and
- (c) a statement informing the student when the order will end.

13.1.5 An interim suspension order continues to operate until:

- (a) it is revoked by the Vice-Chancellor; or
- (b) a decision is made on the allegation of general misconduct under section 8.13;

or

- (c) it expires in accordance with the terms of the order.

13.1.6 To avoid doubt, if the Vice-Chancellor makes an interim suspension order under section 13.1.1 for a specified period (the suspension period), during the suspension period, the student must not enter the University's land and must cease all activities as a student of the University.

## 14. Miscellaneous Provisions

### 14.1 Withholding results

If a student has been given any allegation notice the University may withhold the student's academic results until the proceedings (including an appeal) are finalised.

### 14.2 Extension of time limits

14.2.1 Before a time period expires under sections 7.6.2, 8.3.1, 8.4 and 9.1.7, a decision-maker may apply in writing to the Academic Registrar for an extension of the relevant time period.

14.2.2 The Academic Registrar may extend any time limit prescribed in this policy if satisfied:

(a) that the decision-maker has made a reasonable attempt to consult the student about an extension of the time limit; and

(b) the student's ability to address the allegations is not impaired.

### 14.3 Records

14.3.1 The Academic Registrar must keep a record of –

(a) all findings of misconduct made under this policy; and

(b) all penalties imposed in respect of a finding of misconduct.

14.3.2 The records referred to in section 14.3.1 form part of the student's disciplinary record.

### 14.4 Giving of notices to students

14.4.1 If this policy requires a notice to be given to a student, the notice must be given to the student by:

(a) delivering it to the student personally; or

(b) posting it by registered or express post to –

(i) if during a semester – the student's postal address stated in the University's electronic student administration system; or

(ii) if sending it another time – the student's permanent address stated in the University's electronic student administration system; or

(c) sending it by email to the student's allocated University email account.

14.4.2 A notice is deemed to have been received:

(a) if sent by registered or express post to an address within Australia, on the third business day after it was sent; or

(b) if sent by registered or express post to an address outside Australia, on the seventh business day after it was sent; or

(c) if sent by email, 24 hours after the time it was sent.