



ASSESSMENT PROCEDURE

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* Unless otherwise indicated, this Procedure will still apply beyond the review date.

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1. PURPOSE

1.1 The Assessment Procedure gives effect to the Adelaide Institute of Higher Education (AIHE) Assessment Policy and sets out the mandatory procedures for the implementation of assessment at AIHE.

2. SCOPE

2.1 The Assessment Procedure applies to all students enrolled in, and all staff involved in, the delivery of courses.

3. QUALITY ASSURANCE

3.1 Assessment validation and assessment moderation will be undertaken as part of the AIHE's quality assurance and continual improvement of teaching and learning activities.

3.2 Assessment practices and grade distributions will be evaluated as part of the continuous improvement cycle of subject reviews in accordance with the Course and Subject Development, Approval, Review and Withdrawal Policy.

3.3 External review to determine the adequacy of academic standards and grades in final-year subjects will be undertaken on a regular basis. Methods may include:

3.3.1 Periodic external review of a sample of assignments submitted over a period of years in a given subject, for example five-yearly; or

3.3.2 An external course accreditation process that encompasses a review of a sample of submitted assessment tasks, for example assignments or examination papers.

4. ASSESSMENT DESIGN

4.1 In designing assessment tasks, marks will be allocated in a way that is consistent with achieving the learning outcomes of the subject and course, and final grades will reflect the level of individual student achievement.

4.2 Assessment will be designed to provide students with ongoing feedback on their understanding and progress towards achieving subject learning outcomes. This can include non-graded assessment tasks such as in-class diagnostic tools and self-assessed quizzes.

4.2.1 There will be opportunities early in the Study Period for students to receive feedback on their progress. From the first week of the Study Period students should be required to undertake tasks that indicate whether they are progressing satisfactorily but without affecting their grade. These tasks can include short verbal presentations, debates, computer-based tasks, self-assessed quizzes and ungraded in-class tests.

4.2.2 Students will **not** normally be required to submit assessments in the first two weeks of the Study Period. Where assessment tasks are set in the first two weeks of the Study Period, the weighting of the task should be no more than 10%.

4.2.3 Subject assessments should, where appropriate, include one assessment task in the first 3 weeks of the Study Period .

4.2.4 Each subject must have at least one assessment task marked and returned to the student before the middle of the Study Period.

4.3 Assessing group work

4.3.1 Where students are required to work collaboratively on assessment tasks the grading process will be designed to ensure fairness to all students based on their contribution and collaboration (refer Teaching and Learning Framework).

4.3.2 There are several methods available for assessing aspects of group-work, including allocating a shared group mark or individual marks based on product alone, or on a combination of product, group process and individual effort. In addition, assessment may involve peer assessment components.

4.3.3 Appropriate conditions must be set for group work and the distinction between group work and individual work must be made clear in the Subject Outline and Subject Assessment Brief.

4.3.4 Subject Coordinators must ensure that, as far as possible, all members of a group contribute in an equitable manner. Differential marks for members based on their contribution to the group may be given if there is a transparent process for doing so and this is published in the Subject Outline.

4.3.5 Subject Coordinators must ensure that students understand the difference between plagiarism and legitimate cooperation through group work. The latter can be defined as 'any constructive education and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students'.

4.3.6 Normally group work would not represent more than 30% of the assessment weighting. Where the weighting of an assessment task that is group work is greater than 30%, assessment of the task must include some form of peer review and potential for differential marking.

4.3.7 Where a mandatory student peer review is used, this must be specified in the Subject Outline.

4.4 Online assessments

4.4.1 Where assessments are expected to be undertaken in an online environment the design of the assessment must take into consideration:

- the effectiveness of the online assessment,
- equity with traditional forms of assessment,
- academic integrity issues associated with the online mode of examination and,
- resource and technical considerations.

5. INFORMING STUDENTS OF SUBJECT ASSESSMENT

5.1 The Subject Outline will be available to students on the AIHE website prior to commencement of a subject. The Subject Outline will include:

- the assessment expectations and methods that will apply in that subject;
- assessment tasks, including the learning outcome/s each relates to;
- all requirements for successful completion of the subject.

5.2 At the commencement of the subject the Subject Coordinator will draw to each student's attention the Subject Outline, the Subject Assessment Brief, and AIHE's Assessment Policy and Assessment Procedures.

5.3 Subject Assessment Briefs will be available to students on the Learning Management System (LMS) and will include:

- the details, format and weighting of each assessment task;
- the subject learning outcomes addressed by this assessment task
- assessment task due dates, the consequences of late submission and the expected dates of return of the assessment tasks;
- the required style guide and referencing citation system;
- a clear statement on the nature and importance of academic integrity and the unacceptability of breaches of academic integrity;
- whether each assessment task is redeemable and, if so, how and under what circumstances it may be redeemed;
- how students with disabilities may apply for variations to assessment and teaching methods;
- how, and under what circumstances, individual students may apply for special consideration in the subject.
- an assessment rubric

5.4 Where the assessment is an examination, the examination coversheet will be posted by the subject coordinator as an announcement on the Learning Management System subject site at least two (2) weeks prior to examination week. The examination coversheet will indicate:

- the topics to be covered in the examination,
- the types of questions (multiple choice, short text answers, problem solving, case study etc),
- the relative marks associated with each section/question and
- the approximate time students should allocate to each section of the examination to ensure they allow enough time to complete all questions.

5.5 Where the assessment is an online assessment, students must be informed of systems requirements and be provided with instructions and training for sitting online assessments at least 2 weeks prior to the assessment date.

6. REASONABLE ADJUSTMENTS TO TEACHING OR ASSESSMENT METHODS

6.1 A student with a disability, impairment or medical condition who seeks reasonable adjustments in the teaching or assessment methods of a subject/s due to their disability may make a request to the Head of School as soon as practicable after enrolment in the subject/s on the Application for Reasonable Adjustments to Teaching or Assessment Methods form.

6.2 Any such reasonable adjustments must be negotiated and agreed between the student and the Head of School, recorded in writing, and must be in accordance with related AIHE policy (refer Equity and Diversity Policy and related Procedure).

6.3 The Head of School will advise Subject Coordinators of approved reasonable adjustments to teaching or assessment methods for any student enrolled in their subject prior to each Study Period.

7. FEEDBACK TO STUDENTS

7.1 Students will be provided with timely and constructive feedback on their assessed work to guide their future learning and improve their performance. Feedback on assessment tasks will be clear, explicit, usable and focused on assisting students to progress towards their learning outcomes and goals.

7.2 Feedback on assessment tasks will be provided in a timely manner, usually within two (2) weeks of assignment submission.

7.3 Where an assessment task is not returned to the student (for example, an examination script), it must be retained for two (2) years after the end of teaching of the subject to enable

the student to be provided with feedback. Students must be provided access to retained assessment tasks on request.

7.4 Where an assessment task is submitted electronically, the student will be provided with feedback electronically.

8. LATE SUBMISSION OF ASSESSMENT TASKS

8.1 An assessment task is late for submission when it is not submitted by the due date and time or by the agreed extension date and time.

8.2 Late assessment tasks will be penalised at the rate of 10% per calendar day (i.e. 24 hours or part thereof). That is, an assignment will be marked out of 90% for one (1) day late, 80% for two (2) days late, etc. and after five (5) working days, assignments will attract zero (0) marks.

9. VARIATIONS TO ASSESSMENT DUE TO UNEXPECTED OR EXTENUATING CIRCUMSTANCES

9.1 Students may be eligible for a variation to assessment arrangements when unexpected or extenuating circumstances impact on their performance or their ability to complete their assessment tasks by or on the specified date. A variation applies in the form of:

- an extension of time to submit an assessment task; or
- an alternative in-class assessment arrangement; or
- a deferred examination.

9.2 To be considered for a variation to assessment, the student must submit a completed Application to Vary Assessment form with verifiable supporting evidence. All applications will be considered in a fair, transparent and consistent way and will not be unreasonably refused.

9.3 Unexpected or extenuating circumstances are those which are beyond the control of the student and/or for which there was no opportunity to prepare in advance. Such circumstances may include, but are not limited to:

- illness of the student or a close relative;
- unanticipated personal circumstances of a compelling nature; and
- unanticipated and significant work-related circumstances of a compelling nature.

Approval is not limited to these examples if acceptable evidence is provided.

9.4 Discretionary activities or circumstances within the student's control, for example attendance at sporting events, holidays, family celebrations and other discretionary travel, and/or other foreseeable events will not normally constitute grounds for variation to assessment.

9.5 Students experiencing personal circumstances that significantly hamper their participation or performance in an assessment task or examination may apply for special consideration where other processes are not applicable or are no longer possible because of the timing and/or severity of the circumstance(s).

9.6 Seeking extension of time to submit an assessment task

9.6.1 A student requiring an extension of the due date for an assessment task due to unexpected or extenuating circumstances must apply to the Subject Coordinator for an extension of time for submission on the Application to Vary Assessment form. This should normally occur at least 24 hours before the due date. Appropriate evidence and documentation must be provided.

9.6.2 After the due date of submission extensions will only be granted in special circumstances. Students may apply for an extension for up to five days after the due date using the Application to Vary Assessment form. A sound explanation for the delay in requesting the extension, appropriate evidence and supporting documentation must be provided.

9.6.3 The Subject Coordinator may require that the student provide evidence of work-in-progress towards completion of the assessment task to support extension requests.

9.6.4 When an extension is granted the Subject Coordinator will specify in writing a new due date for submission of the assessment task.

9.7 Alternative in-class assessment arrangement

9.7.1 Where a student is unable to attend or to remain for the duration of a scheduled in-class assessment due to an unexpected temporary disability, medical condition or other unexpected or extenuating circumstances the student may apply for an alternative arrangement.

9.7.2 Applications for an alternative in-class assessment arrangement must be made on the Application to Vary Assessment form and lodged with the Subject Coordinator at least two (2) working days before the scheduled class.

9.7.3 Where the nature of the student's problem prevented the student from applying within the stipulated time, the Subject Coordinator will accept such applications up to two (2) working days after the scheduled in-class assessment.

9.7.4 When an alternative arrangement is granted the Subject Coordinator will specify this in writing, which may be an alternative time where that is practicable or another alternative to enable the student to demonstrate the required learning outcomes.

9.8 Deferred examinations

9.8.1 Where a student is unable to attend or to remain for the duration of the original examination due to an unexpected temporary disability, medical condition or other unexpected or extenuating circumstances the student may apply for a deferred examination in accordance with the Examinations Policy.

9.8.2 Applications for a deferred examination must be made on the Application to Vary Assessment form and lodged with the Subject Coordinator within two (2) working days following the examination.

9.8.3 Where the nature of the student's problem prevented the student from applying within the time stipulated in 9.8.2, the Subject Coordinator may accept such applications up to two (2) working days after the examination.

9.8.3 The full range of grades will be available for a deferred examination.

9.8.4 Deferred examinations for the Study Period will be held prior to the commencement of the subsequent Study Period.

9.8.5 The Subject Coordinator will advise students of the outcome of their application for a deferred examination no later than ten (10) working days after the final day of the examination period for the Study Period, and before the subsequent Study Period.

9.8.6 If unexpected or extenuating circumstances prevent the student from sitting or remaining for the duration of a deferred examination the student will be awarded a result in the subject of Incomplete (I).

9.9 The Head of School may approve an exemption of the timeframes stipulated in clauses 9.6-9.8 in cases of extenuating circumstances where the student was genuinely unable to adhere to the timeframe/s, such as accidental injury requiring immediate hospitalisation without access to a computer.

10. SUPPLEMENTARY ASSESSMENT

10.1 Supplementary assessment (on academic grounds) is provided to support students' learning, their development, and to aid their course progression and completion. It applies to eligible students for the duration of their course of study.

10.2 Supplementary assessment is not a re-assessment of the student's overall grade, or the mark for an individual assessment item, or a deferred assessment. It consists of a new item (or items) of assessment designed to give students an additional (i.e. supplementary) opportunity to demonstrate their satisfactory attainment of specific learning outcomes as specified for the unit. It may involve written or oral examinations, prepared papers or practical work, or any combination of these.

10.3 A student must pass the supplementary assessment to pass the subject.

10.4 Decisions on the award of supplementary assessment will be made by the Head of School. A student will be granted supplementary assessment if they:

- achieve an overall result in the subject of between 45% and 49% or the equivalent where percentage marks are not awarded; and
- have completed all required assessment tasks for the subject; and
- have met all attendance requirements that apply to the subject; and
- have obtained at least a pass level grade in any specific component of assessment (other than an examination) for the subject where this is explicitly stated to be a formal requirement for the successful completion of the course or subject.

10.5 The Head of School may grant supplementary assessment for a subject in circumstances other than those covered in clause 9.3 due to unexpected or extenuating circumstances reasonably beyond the control or knowledge of the student.

10.6 Supplementary assessment will not normally be granted where a student has mistaken the time of an examination or the due date of an assessment task unless the Head of School determines otherwise.

10.7 For supplementary assessment, only the grades of P (Pass), Non-Graded Pass for Satisfactory Performance (NGP) and F (Fail) will be awarded.

10.8 Supplementary examinations for the Study Period will be held prior to the commencement of the subsequent Study Period.

10.9 If unexpected or extenuating circumstances prevent the student from sitting or remaining for the duration of the scheduled supplementary assessment, the student will be awarded a result in the subject of Incomplete (I).

11. APPEALS CONCERNING REQUEST TO VARY ASSESSMENT AND SUPPLEMENTARY ASSESSMENT

11.1 A student can appeal against a decision not to award them an extension of time for an assessment task, alternative in-class assessment arrangement, deferred examination or supplementary assessment as set out in the Student Grievances, Complaints and Appeals Policy and related Procedure.

11.1.1 The student must first discuss the matter with the Head of School. As part of that discussion, the Head of School will inform the student of the reasons for the decision and determine whether the matter can be resolved informally (Stage 1 – Informal Resolution).

11.1.2 If the student is not satisfied with the outcome of the informal resolution process the student can lodge a complaint using the Student Complaint Form (Stage 2 – Formal Complaint) and if not satisfied with the outcome of their formal complaint they may appeal internally to the Student Appeals Committee or externally (Stages 3 and 4 respectively).

12. GRADING PRACTICES

12.1 Informed academic judgements will be used to determine how and how well students' work meets appropriate criteria and performance standards and to determine the appropriate final grade for a student's academic performance in a subject (consistent with Assessment Principle 4.3; refer Assessment Policy).

12.2 The full range of grades should be achievable if the student demonstrates an appropriate standard of academic performance, except where a subject is assessed on a pass/fail basis (Non-Graded Pass for Satisfactory Performance (NGP)) or where the final grade is allocated following supplementary assessment.

13. FINAL ASSESSMENT GRADES, NOTATIONS, SYMBOLS AND CLASSIFICATIONS

13.1 A final grade is the final assessment grade awarded for a subject to a student on the basis of work completed. The final grade obtained by a student in a subject will reflect that student's standard of performance in relation to the learning outcomes of the subject and the course. Symbols used are shown in brackets after the name of the final grade.

13.2 The grading system is set out in the Schedule of Final Grades, Notations, Symbols and Classifications. It consists of a set of ordered categories of grades, with criteria for their award, and scores to differentiate achievement within each grading category. Scores will be in whole numbers only.

13.3 Use of Assessment Grades and Notations

13.3.1 Students must normally complete the assessment requirements for all subjects in which they enrol no later than the end of the Study Period in which the enrolment occurs.

13.3.2 Students will be awarded grades in subjects according to the assessment symbols set out in the Schedule of Final Grades, Notations, Symbols and Classifications, provided that:

- where the assessment is a final assessment, it will be in the form of either a final grade or final notation; and
- where the assessment is incomplete it will be in the form of an interim notation and the appropriate conversion will be within the times prescribed in clause 13.1 below.

13.3.3 The only assessment symbols to appear on official student academic transcripts will be those set out in clauses 3.1 and 3.2.2 of the Schedule of Final Grades, Notations, Symbols and Classifications.

13.3.4 The student's result for each individual subject enrolment, including repeat attempts, will be recorded on academic transcripts.

13.3.5 Scores that appear on subject assessment sheets will be recorded on the Learning Management System but will not appear on academic transcripts.

14. DEADLINES FOR FINAL ASSESSMENT

14.1 A schedule of deadlines for final assessment, review of assessments, conversion of interim assessments into final assessments and final notification of results must be determined by the General Manager in consultation with the Head of School, provided that students are notified of results (final grades and notations) for the respective subject assessment periods no later than:

- ten (10) working days after the final day of the assessment/examination period for subjects completed at the end of the Study Period; and
- five (5) working days after the final day of the supplementary examination period.

14.2 Where these deadlines may disadvantage students in particular subjects, the Head of School may approve the variation of a deadline.

14.3 All final results for a Study Period must be resolved before the beginning of the next Study Period unless:

- explicit approval for an extension is given by the Teaching and Learning Committee; or
- a particular result is subject to a request by a student for a re-mark of an assessment task or to an appeal by a student against the final grade; or
- a particular result is subject to the outcome of a supplementary assessment arrangement which extends beyond the supplementary examination period.

15. FINALISATION OF GRADES

15.1 The assessment of student performance in all subjects must be entered by the Subject Coordinator on assessment sheets as a grade represented by a symbol and, where a score is given in accordance with clause 3.1 in the Schedule of Final Grades, Notations, Symbols and Classifications.

15.2 The relevant Teaching and Learning Committee will formally review assessments, approve final grades and notations for subjects, and authorise the release of final grades and notations at the end of each Study Period.

15.3 After this authorisation, final grades and final notations can only be altered with the approval of the Teaching and Learning Committee.

16. INCOMPLETE ASSESSMENT

16.1 The incomplete assessment notation (I) may be approved by the Teaching and Learning Committee where:

16.1.1 an extension of time for a student to complete the assessment requirements has been granted by the Subject Coordinator;

16.1.2 the teaching period for the subject extends beyond the deadline for the publication of results;

16.1.3 an assessor has not been able to complete the assessment of a student's work in time for the Teaching and Learning Committee's review;

16.1.4 the assessment requirements of the subject require that the student be granted further time to achieve competency requirements; and

16.1.5 a student's result submitted by the Subject Coordinator is questioned by the Teaching and Learning Committee and requires clarification before final approval.

16.2 When an incomplete assessment notation is assigned under the terms of sub-clauses 16.1.1 and 16.1.2, the relevant Subject Coordinator must, where appropriate, specify the work to be completed and the new assessment deadlines.

16.3 Incomplete assessment notations must be converted to a final grade or final notation as soon as possible and no later than the beginning of the next academic year.

16.4 If the duration of the extension under the terms of sub-clause 15.1.1 above precludes the conversion of the interim notation within the required time, the Subject Coordinator must seek approval for a variation of the deadline from the Teaching and Learning Committee.

16.5 The full range of final grades may be used for the conversion of incomplete assessment notations.

16.6 The Subject Coordinator will be responsible for advising the Teaching and Learning Committee of the appropriate final assessment grade by the appropriate date.

17. REVIEW OF ASSESSMENT MARKS

17.1 In the first instance students should immediately contact the Subject Coordinator if they believe that there has been:

- a calculation error in the totalling of marks for an assessment item or items;
- questions, or parts of questions that have not been marked in an assessment item; or
- little or no feedback provided on the assignment (no feedback is provided for exams).

17.2 Appropriate AIHE staff will then complete a check of the calculations or arrange for the original or another qualified marker to complete the marking or provide feedback relative to the marks awarded.

17.3 Where a student believes their assessment item has been marked incorrectly (separate to those listed in clause 17.2), they may apply to have that assessment item re-marked once only. The re-mark process is as follows:

- The student must submit a completed [Re-Mark Request](#) form available from the website, within five (5) working days of release of the assessment result;
- The student will be advised if the re-mark is approved within five (5) working days;
- AIHE will arrange for an independent marker to re-mark the original assessment submitted:
 - If the original marking is accurate the student will be informed within fifteen (15) working days of the remark request and the original mark allocation will stand; or
 - If the original marking did not accurately reflect the result of the assessment item, the result will be amended. The amended mark (higher or lower) will be recorded as the final result for that assessment item. The student will be advised of the

amended mark within fifteen (15) working days of the re-mark request form being received.

- Where the original assessment is a 100% multiple choice examination, the computer answer sheet will be manually re-marked.

17.4 A student whose request for a re-mark is not granted or who wishes to lodge a grievance about the re-mark process (not the academic judgement used in remarking their assessment item) should refer to the Student Grievances, Complaints and Appeals Policy (and related Procedure).

18. APPEALS AGAINST FINAL SUBJECT GRADES

18.1 A student may appeal against a final grade given for a subject only on one or both of the following grounds:

- the assessment procedures specified in accordance with this policy were not adhered to; or
- the final grade is wrong or unfair.

18.2 In the first instance, students should contact the Subject Coordinator to initiate the process of initial review. The Subject Coordinator concerned may then either:

- confirm the result; or
- recommend to the Teaching and Learning Committee that the grade be amended.

18.3 If the dispute is not resolved to the satisfaction of the student by the process of initial review and the student wishes to take further action, then the student must, within twenty (20) working days of the notification of the grade, make a written request to the Head of School that the final grade be reviewed, including detailed grounds for the request and indicating the nature of the review requested. Should the assessor responsible for the grade also be the Head of School, this function will be fulfilled by a senior academic.

18.4 The Head of School (or alternate senior academic) will decide if a review of the grade is justified or not, and will, within five (5) working days of the request having been received, notify the student, in writing of the decision, and the reasons for the decision.

18.5 Where the Head of School decides that a review of the grade is justified, they must arrange for this to occur within ten (10) working days.

The review must be undertaken, wherever possible, by a staff member other than the original assessor. They must ensure that the reviewer is as independent as possible and will be given:

- all relevant documentation about the subject in question, including a description of its content, statement of assessment methods, information about assessment tasks, examination question papers and any available information about standards expected for each grade;
- the student's examination script(s);
- any of the student's assessment tasks which are to be re-marked.

After the reviewer has independently determined the final grade, they will discuss this with the original assessor(s) and they will endeavour to reach an agreed grade. If agreement cannot be reached, the Head of School will mediate and in the event of agreement still not being possible, will determine the outcome of the review.

18.6 If an amendment to the grade is recommended as a result of a review, it must be submitted to the Teaching and Learning Committee for approval.

18.7 The Head of School will within five (5) working days of the completion of the review, notify the student in writing of the outcome of the review, and the reasons for the decision, and will advise the student of the right to appeal to the Student Appeals Committee if the student believes there are grounds for appeal.

18.8 A student whose request for a review is not granted (clause 17.4) or is still not satisfied with the outcome of an appeal made in accordance with clauses 17.5 to 17.7 may lodge an appeal with the Student Appeals Committee as set out in the Student Grievances, Complaints and Appeals Policy (and related Procedure). Such an appeal may only be made on one or both of the following grounds:

- the appropriate policy was not adhered to or correct procedures were not followed in considering the matter;
- the decision was made without due regard to facts, evidence or circumstances.

19. DEFINITIONS

19.1 See the AIHE Glossary of Terms for definitions.

Document Control

Version #	Date	Key changes
1.0	5/12/2017	Procedure approved by General Manager
1.0a	17/12/2018	Reviewed; no changes
1.0b	26/04/2019	Format updated
1.1	14/10/2019	Revised provisions for reasonable adjustments and variations to assessment for clarity; simplified number of forms required for requests
1.2	29/11/2019	Revised sub-section 15.2 to clarify T&LCs' role in approving final grades and amended title of Section 15 accordingly
1.3	14/12/2020	Moved 4.2.5 to new 7.2 in response to MBA course accreditation Expert Report
1.4	18/11/2021	Added section 4.4 and 5.5 relating to online assessment. Modified 5.3 & 5.4 relating to assessment briefs. Removed reference to Semesters and updated reference to HES Threshold Standards