

# ASSESSMENT REGIME PROCEDURE

## SCOPE

This procedure applies to:

- all staff;
- all students;
- all coursework courses and units; and
- all teaching locations, with the exception of the former Monash South Africa campus.

Coursework students at the former Monash South Africa campus should refer to the [Assessment in Coursework Units Policy and Procedures](#) and the [Monash University \(Academic Board\) Regulations](#).

For assessment of the research component (e.g. thesis) of a graduate research degree, refer to the [Graduate Research Thesis Examination Procedures](#).

## PROCEDURE STATEMENT

In this procedure, references to associate dean (education) may include roles with equivalent responsibility within the faculty, such as deputy dean (education) or associate dean (learning and teaching) or, at Malaysia, deputy head of school (education).

### 1. Assessment regime

- 1.1 An assessment regime is the set of assessment tasks in a unit (including hurdles) and the percentage contribution of each task to the final unit result.
- 1.2 A unit's assessment regime must:
  - assess all unit learning outcomes;
  - assess knowledge, skills and attributes that contribute to the student's achievement of course learning outcomes;
  - be appropriate to the level and credit-point value of the unit;
  - be equivalent for all modes and locations of offerings in the same teaching period;
  - include at least two major assessment tasks (i.e. tasks worth at least 20 per cent of the total unit assessment) and no task worth more than 60 per cent of the total unit assessment, except in zero credit point units or as outlined in section 1.3.
- 1.3 For units that are assessed by a thesis or single project, the assessment task can contribute up to 100 per cent of the total unit assessment. In these units, feedback must be formally provided at a minimum at the mid-point of the teaching period (see [Marking and Feedback Procedure](#), section 3.10).
- 1.4 The chief examiner can determine if particular assessment tasks require student attendance. Where student attendance is required for an assessment task, this requirement will be stated in the learning management system.
  - 1.4.1 An attendance requirement will not form part of the assessment regime unless it is required for external accreditation and/or regulatory requirements.
  - 1.4.2 Attendance may be a condition of maintaining a student visa in some locations.
- 1.5 The chief examiner is responsible for advising students that assessment tasks cannot be resubmitted, except in the case of:
  - an educative response to a breach of academic integrity; or
  - supplementary assessment granted by a board of examiners (BOE).
- 1.6 The teaching faculty is responsible for designing the unit's assessment regime.

1.7 The dean (or delegate) of the unit-owning faculty is responsible for approving the assessment regime as part of unit accreditation, and for approving any amendments. Where a coursework unit is offered in a graduate research course, the Graduate Research Committee Course and Programs Sub-committee is responsible for approving the assessment regime.

1.8 The assessment regime can be varied during the teaching period or for a particular student in accordance with section 17 of the [Monash University \(Academic Board\) Regulations](#).

## 2. Implementing the assessment regime

2.1 The dean (or delegate) of the teaching faculty appoints a chief examiner who must coordinate and oversee the teaching team for each unit offering.

2.1.1 The teaching team must include a unit coordinator for each mode and teaching location.

2.1.2 The chief examiner may also be a unit coordinator; when this is not the case, the unit coordinator works under the direction of the chief examiner.

2.2 The chief examiner is responsible for the implementation of the assessment regime in collaboration with the teaching team (where a teaching team is in place).

2.3 The workload of the assessment regime must be appropriate to the level and credit point value of the unit (see [Course Design Procedure](#)) and must be scheduled appropriately (see section 3).

2.4 Assessment tasks must be mapped to the unit learning outcomes and align with unit content and learning activities.

2.5 Each task must have clearly defined marking criteria, consistent with the Monash University grade descriptors (see [Grading Schema Procedure](#), section 2.2).

2.6 The design, content and standards of assessment tasks and marking criteria must be understood and implemented consistently by the teaching team.

2.7 Assessment tasks that have been developed by an individual academic staff member must be scrutinised by one or more members of the teaching team (or an appropriately qualified academic staff member if the chief examiner is the only teaching staff member for the unit) to validate compliance with the requirements of this procedure and the [Assessment and Academic Integrity Policy](#).

2.8 Faculties must establish and follow processes to ensure the integrity of the assessment regime.

2.8.1 Assessment tasks must be designed to minimise the potential for breaches of academic integrity.

2.8.2 Assessment tasks must be renewed to prevent any students with knowledge of the task and/or its solution from a previous offering from having an unfair advantage. Tasks that have defined solutions or answers must have significantly different content from tasks in the previous two unit offerings (including deferred and supplementary assessments, past assessment questions and tasks that have been provided to students for practice).

2.8.3 Assessment tasks and standards must be equivalent across all modes and teaching locations. Where tasks are not identical, the chief examiner must record the variations and report them to the BOE (see [Marking and Feedback Procedure](#)).

2.8.4 For multi-level units, a qualitative distinction must be made in the assessment and learning outcomes required at each level.

2.8.5 Monash University staff are responsible for overseeing assessment design and marking assessment tasks that are related to work-integrated learning including those undertaken offsite.

2.8.6 Text-based assignments must be submitted electronically and the submission facility must use a similarity-detection system.

2.9 Scheduled final assessments must be prepared in accordance with the [Style Guide](#).

2.9.1 The scheduled final assessment in a unit must be identical for all modes and teaching locations, unless an exception is approved by the Deputy Vice-Chancellor (Education).

2.9.2 Before the scheduled final assessment period, students must be provided with appropriate guidance on the assessment approach that adequately prepares the students to succeed in the assessment environment, e.g. through the provision of mock questions, sample answers or worked solutions.

## 3. Scheduling assessment tasks

3.1 The scheduling of assessment tasks must consider:

- the appropriate stage during the unit at which to assess student achievement of learning outcomes;
- the timeliness of effective feedback to support further learning; and
- as far as possible, the overall course workload of students in the unit.

- 3.2 The chief examiner must ensure that students are provided with feedback early in the teaching period (before the mid-point) that can support their further learning (see [Marking and Feedback Procedure](#), section 3.10).

### Due dates

- 3.3 For units offered in semester 1 or semester 2, due dates for major assessment tasks within a unit must be at least two weeks apart, except where the tasks contribute to a single project.
- 3.4 For units offered at multiple teaching locations, the due dates must be equitable with respect to time zones and local public holidays.
- 3.5 Assessment tasks must not be due for submission during:
- 3.5.1 published mid-semester breaks or University holidays; or
  - 3.5.2 SWOT-Vac (including the weekends before and after) or the scheduled final assessment period, except with the approval of the associate dean (education) of the teaching faculty for:
    - a major project or thesis that contributes more than 60 per cent to the final unit result;
    - assessment tasks with practical components;
    - assessment tasks with reflective components;
    - assessment tasks which students are required to present in person;
    - take-home final assessments; or
    - cases where the majority of units in a course for that teaching period do not have scheduled final assessments.

### Extensions

- 3.6 The chief examiner may grant a short extension of up to two calendar days for students experiencing short term exceptional circumstances such as illness, carer responsibilities or car accident.
- 3.6.1 For an extension longer than two calendar days, students must apply for [special consideration](#) (see the [Special Consideration Procedure](#)).
  - 3.6.2 Extensions are not available for assessments that are mid-semester tests, weekly (or biweekly) quizzes, scheduled final assessments or class tests. In these cases, students must apply for [special consideration](#) (see the [Special Consideration Procedure](#)).

## 4. Hurdles

- 4.1 A hurdle is a compulsory requirement that students must meet to be able to pass the unit.
- 4.2 Hurdles can only be used if they are necessary to demonstrate the achievement of specific unit learning outcomes or a required professional competency.
- 4.3 Where a unit has hurdles:
- they are part of the assessment regime for a unit and are approved by the dean (or delegate) of the unit-owning faculty; and
  - the Handbook must specify the hurdle requirements and the consequence of not meeting hurdles.
- 4.4 A hurdle must be either a competency hurdle or a threshold hurdle.

### Competency hurdles

- 4.5 A competency hurdle is an assessment task, which may or may not have an assessment weighting, that the student is required to satisfactorily complete to demonstrate professional competency, as approved by the dean (or delegate) or required by an external accrediting body.
- 4.6 The competency hurdle requirement, and the number of attempts permitted, must be specified in the Handbook.

### Threshold hurdles

- 4.7 A threshold hurdle is a threshold mark, applied to an assessment task, that students must achieve to satisfy the hurdle.
- 4.8 The threshold mark is 45 per cent of the marks available for the task, for any task that has a threshold hurdle, unless a different threshold mark is required for external accreditation and/or regulatory requirements.
- 4.9 Where a threshold hurdle is applied, it can only be applied to an assessment task, or collection of tasks, worth 20 per cent or more of the final unit results.
- 4.10 Where a threshold hurdle is applied to a collection of tasks, the combined result for the collection of tasks must achieve the threshold mark.
- 4.11 The threshold hurdle requirement and threshold mark must be specified in the Handbook.

## Outcomes for failing to meet a hurdle

- 4.12 Failure to meet a hurdle indicates that the student has not achieved some or all of the unit's learning outcomes.
- 4.12.1 In a unit with the standard grading schema:
- If a student fails to meet a hurdle, but would have otherwise achieved a mark of 45 or above, the student will be awarded a mark of 45 and an NH (hurdle fail) grade for the unit.
  - If a student fails to meet a hurdle and would have also failed the unit with a mark of 44 or below, the student will be awarded their mark and an N grade for the unit.
- 4.12.2 In a unit with the competency grading schema, if a student fails to meet a hurdle, the student will be awarded a grade of NGO for the unit.

**TABLE 1: Final results for hurdle outcomes**

Grading schema	Hurdle result	Raw unit total	Grade	Final unit mark
Standard grading schema	Hurdle achieved	50 or above	P, C, D, HD	50-100
	Hurdle achieved	49 or below	N	0-49
	Hurdle not achieved	44 or below	N	0-44
	Hurdle not achieved	45 or above	NH	45
Competency grading schema	Hurdle achieved	Satisfactory	PGO	Not applicable
	Hurdle achieved	Not satisfactory	NGO	Not applicable
	Hurdle not achieved	Satisfactory	NGO	Not applicable
	Hurdle not achieved	Not satisfactory	NGO	Not applicable

- 4.13 Where a unit has multiple hurdles, failure of any one hurdle will result in failure of the unit.
- 4.14 Where a student has failed a competency hurdle, the chief examiner can grant additional assessment on the same learning outcomes as the competency hurdle. Students can not apply for additional assessment. When additional assessment is granted in a competency hurdle with assessment weighting, the maximum mark allowed for the original task is 50 per cent.
- 4.15 Where a late penalty is applied to an assessment task with a threshold hurdle, the penalised mark will be used to determine if the hurdle has been met.

## 5. Supplementary assessment

- 5.1 The BOE of the degree faculty will determine a student's eligibility for and grant supplementary assessment in accordance with section 19 of the [Monash University \(Academic Board\) Regulations](#). Students can not apply for supplementary assessment. Eligible students can decline supplementary assessment.
- 5.2 The chief examiner (or delegate) is responsible for:
- designing the supplementary assessment to assess the failed learning outcomes;
  - notifying students of the criteria by which their performance will be assessed;
  - marking the assessment according to set criteria; and
  - making feedback available to students.
- 5.3 The dean (or delegate) of the unit-owning or degree faculty respectively, can determine units or courses in which supplementary assessment is never available, and this must be stated in the Handbook.
- 5.4 Supplementary assessment is not available in single-unit enrolment (non-award study).

### Eligibility

- 5.5 Supplementary assessment is only available to a student who:
- received a mark of 45 to 49;
  - was enrolled in the unit in the last 12 months;
  - has submitted all assessment tasks for the unit;
  - has passed all other units in which they were enrolled during the same teaching period; and
  - would be able to complete their course with a pass in the unit or if the BOE is satisfied that failure in the unit would significantly impact the student's enrolment.

- 5.6 A maximum of two supplementary assessments are available to a student in any one course, and one supplementary assessment in any one unit.

### Scheduling supplementary assessment

- 5.7 A student must undertake supplementary assessment at the time and in the manner determined by the chief examiner.
- 5.8 A supplementary assessment must be scheduled no later than:
- **for summer semester or semester 1 units:** the end of September;
  - **for semester 2 units:** the end of February of the following year;
  - **for units taught over two-semester:** the end of February or the end of September whichever occurs earlier; or
  - **for all other teaching periods:** three months after the original assessment was held.
- 5.9 If a student is unable to undertake supplementary assessment due to immediate and exceptional circumstances beyond their control, they can apply to reschedule the assessment in writing to the dean (or delegate) of the managing faculty within two working days of the supplementary assessment date or due date.
- 5.10 The dean (or delegate) of the managing faculty can reschedule a supplementary assessment once and it must occur within 12 months of the original date of the supplementary assessment task. When rescheduling the assessment, the likelihood of the student being able to complete the assessment in the rescheduled timeframe will be taken into consideration.

### Outcomes

- 5.11 The BOE of the degree faculty will determine the final result after a supplementary assessment.
- 5.11.1 If a student passes the supplementary assessment they will be awarded a mark of 50 per cent for the unit.
- 5.11.2 If a student fails the supplementary assessment, their original mark for the unit stands.

## 6. Assessment adjustments

- 6.1 This section outlines the eligibility criteria and application process for students eligible to register with Disability Support Services (DSS) and the adjustments available for assessments. Assessment adjustments are reasonable adjustments made to assessment requirements or conduct of an assessment to accommodate and support the independent study of students registered with DSS. A separate procedure is in place for special consideration. Special consideration is available for students who are unable to undertake an assessment task due to immediate and exceptional circumstances beyond their control (see [Special Consideration Procedure](#)).

### Eligibility

- 6.2 Students can register with DSS for:
- an ongoing medical or mental health condition;
  - an ongoing disability;
  - a short-term severe medical condition or injury; or
  - responsibilities as a student carer.

### Applications

- 6.3 Eligible students can apply for assessment adjustments by applying to DSS. Students are encouraged to apply at the start of the teaching period and by the following application deadlines for specific assessments:
- **for assessments managed by the faculty:** at least 10 working days before the assessment due date; or
  - **for scheduled final assessments managed centrally:** at least one month before the scheduled final assessment period start date.
- 6.4 Applications may be submitted after these due dates but this may impact the timelines outlined in section 6.17 and 6.18.
- 6.5 Students must apply using the [registration form](#) or by submitting an equivalent written report completed by a registered health professional qualified to assess their relevant disability or ongoing medical or mental health condition. [Supporting evidence](#) must be submitted with the application.
- 6.6 Students must have an interview with a [disability adviser](#) to discuss their application. Registration with DSS and discussions with advisers remain private and comply with the [Disability Support Services Privacy Statement](#).
- 6.7 DSS will notify the student of the outcome of their application either at the interview or within two working days of the interview.

### Recommendations by DSS

- 6.8 DSS will make recommendations to the teaching faculty about how assessment could be adjusted or conducted.

- 6.9 Where possible, where relevant, and if specifically requested by the student (see section 6.17), the faculty will accommodate the assessment adjustments recommended by DSS. In some situations, these recommendations may not be applicable or may need to be varied.
- 6.10 Where an assessment adjustment involves the student's personal equipment, DSS will consult with the chief examiner and/or eSolutions to address any potential risks to academic integrity.

### Alternative assessment tasks

- 6.11 Where the faculty provides the student with an alternative assessment task, the task should, where relevant, have the following characteristics in relation to the original assessment task:
- be of an equivalent standard;
  - assess the same learning outcomes;
  - be consistent with the principles of the [Assessment and Academic Integrity Policy](#);
  - not disadvantage other students enrolled in the unit; and
  - be time proximate in the teaching period.
- 6.12 Where possible, scheduled final assessments conducted at a non-Monash University venue will be conducted under the same conditions and arrangements as the Monash University venue.

### Flexible assessment deadlines

- 6.13 DSS may approve a student to have flexible assessment deadlines. Students with approved flexible assessment deadlines are not normally required to provide further evidence when requesting an extension longer than two days (see section 3.6) but must still submit a special consideration application within the timeframe specified in the [Special Consideration Procedure](#).
- 6.14 Where a submission date is extended by the faculty, consideration must be given to the timing in the teaching period and the impact on providing feedback to the student and/or finalising results in the required timeframe. The chief examiner (or delegate) of the teaching faculty must ensure:
- students are aware that they may not receive timely feedback before the next assessment task; and
  - the new submission date is before the board of examiners (BOE) meeting for the teaching period. Extensions beyond the end of the teaching period can only be approved by the associate dean (education) (or delegate) of the teaching faculty.

### Communicating the outcome

- 6.15 DSS will enter the recommended assessment adjustments into the student management system no later than 10 working days before the assessment due date. For approved applications submitted within 10 days of the assessment due date, DSS will communicate the outcome of the application as soon as possible.
- 6.16 Staff with an administrator, lecturer or non-primary lecturer role for the unit can access the assessment adjustment reports in the student management system and learning management system.
- 6.17 Students must liaise with the chief examiner (or delegate) and provide confirmation of any assessment adjustments they wish to access no later than 10 working days before the assessment due date (or as soon as possible for students who register with DSS within 10 days of an assessment due date) for any adjustments during the teaching period or for non-scheduled final assessments. This does not apply to applications for special consideration (see section 6.13).
- 6.18 For assessment adjustments for scheduled final assessments managed centrally:
- DSS will provide eSolutions and/or SEBS with the details of the adjustments and conditions at least 15 working days before the scheduled final assessment period start date.
  - eSolutions and/or SEBS will notify each student of the adjustments and conditions in writing at least 10 working days before the scheduled final assessment period start date.
- 6.19 Students using any adjustments other than those determined by DSS may be breaching the assessment rules and may be subject to disciplinary action under [Monash University \(Council\) Regulations Part 7](#).

## 7. Communicating assessment requirements

- 7.1 Chief examiners must provide students with the assessment requirements in the Handbook and/or the learning management system as outlined in Table 2. (Other requirements for the learning management system are set out in the [Unit Delivery Procedure](#).)

**TABLE 2: Communication methods and timeframes of assessment requirements**

Assessment requirement details Items in this column must be specified for each assessment task (where applicable) or may be specified for the unit as a whole.	Handbook	Learning management system
Assessment task type	Before enrolment period	
Assessment task title		Before start of teaching period
Percentage contribution to the final unit result	Before enrolment period	Before start of teaching period
Hurdle requirements including the number of attempts allowed, the threshold mark required in assessment tasks and the consequence of not meeting a hurdle	Before enrolment period	Before start of teaching period
Word limits or duration		Before start of teaching period
Topic release dates		Before start of teaching period
Topics		When assessment task opens
Due date and penalty applied for late submission		Before start of teaching period
Submission and presentation requirements including attendance requirements		Before start of teaching period
For scheduled final assessments: <ul style="list-style-type: none"> <li>• dates for final assessments not held in the main scheduled final assessment periods</li> <li>• authorised additional material or equipment allowed or required in final assessments</li> <li>• process for obtaining security stickers on approved devices for final assessments</li> <li>• the format of the final assessment, i.e. paper-based or eAssessment</li> <li>• unavailability of spell checker in the eAssessment platform (where applicable)</li> </ul>		Before start of teaching period
Statement that the task is submitted through a similarity-detection system		Before start of teaching period
Aspects that can be negotiated (e.g. topic) and the process for negotiation		Before start of teaching period
What forms of collaboration, if any, are allowed (including proofreading)		Before start of teaching period
For group tasks:		
– how the contributions of individual students will be assessed, who will determine the criteria and who will assess the individual's contribution (peers, teaching staff or both)		Before start of teaching period
– the proportions of the mark that will be allocated to the group's processes, the outcome of the group's task and the individual's contribution		Before start of teaching period
– how the group will be formed and managed		When assessment task opens
– processes for timely communication and dispute resolution among group members		When assessment task opens
– process for gaining group agreement to submit and responsibilities for correct and timely submission		When assessment task opens
For multi-level units, the distinction between the assessment at each level		Before start of teaching period
Criteria by which work will be assessed:		

– broad criteria		Before start of teaching period
– details, e.g. marking criteria, rubrics		When assessment task opens
Late penalty variations from the <a href="#">Marking and Feedback Procedure</a> (section 1.11)		Before start of teaching period
The staff member to whom students should apply for extensions (if not the chief examiner)		Before start of teaching period
Estimated timeframe for the return of assessed work with feedback and any variations from the <a href="#">Marking and Feedback Procedure</a> (section 3.9)		Before start of teaching period
The types and methods of feedback students can expect on their performance in the unit		Before start of teaching period
Unavailability of supplementary assessment in the unit (where approved)	Before enrolment period	
Weighting of thesis/research units for the purpose of honours WAM calculations, for one year honours degrees	Before enrolment period	

## 8. Security

- 8.1 The chief examiner and any staff involved in assessment must keep assessment questions and marking guides secure from unauthorised access until the chief examiner authorises their release. In particular:
- digital documents must be securely protected;
  - physical documents must be locked in a drawer or room; and
  - documents must be destroyed securely in the timeframes required by the [Retention and Disposal Authority for Records of Higher Education Functions](#) (section 2.3).
- 8.2 Staff must report suspected breaches of assessment security to the chief examiner, head of department or school and associate dean (education), and the unit coordinator for international teaching locations, as soon as they become aware. Staff receiving a security breach report must ensure the integrity of the assessment task following such a breach. If the breach involves suspected student academic misconduct, the matter must be reported to the responsible officer as outlined in the [Student Academic Integrity Procedure](#).

## DEFINITIONS

<a href="#">Assessment adjustments</a>	Variations in the duration, structure, format or venue of an academic assessment to accommodate the needs of students registered with the Disability Support Services.
<a href="#">Assessment regime</a>	The set of assignments, tests or other assessment tasks that comprise the assessment for a unit and the percentage contribution of each task to the final unit result.
<a href="#">Assessment task</a>	For the purpose of this procedure, a task that contributes to a student's final unit result. It does not include formative assessment activities that do not contribute to the final unit result.
<a href="#">Chief examiner</a>	The academic staff member responsible for the implementation of the unit's assessment regime and for recommending the final result for each student. A dean must appoint a chief examiner for each unit taught by the faculty.
<a href="#">Disability</a>	As defined in the <i>Disability Discrimination Act 1992</i> and 'in relation to a person', means: <ul style="list-style-type: none"> <li>• total or partial loss of the person's bodily or mental functions;</li> <li>• total or partial loss of a part of the body;</li> <li>• the presence in the body of organisms causing disease or illness;</li> <li>• the presence in the body of organisms capable of causing disease or illness;</li> <li>• the malfunction, malformation or disfigurement of a part of the person's body;</li> <li>• a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or</li> <li>• a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and includes a <a href="#">disability</a> that: <ul style="list-style-type: none"> <li>– presently exists;</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>- previously existed but no longer exists;</li> <li>- may exist in the future; or</li> <li>- is imputed to a person.</li> </ul>
Equivalence (of assessment tasks)	Equivalent assessment tasks are similar in complexity, nature, purpose and assess the same intended learning outcomes of the unit. Equivalence does not require assessment tasks to be identical.
Feedback	Information from academic staff about the student's performance that helps the student improve their learning.
Final result	The final mark and/or grade awarded to a student on completion of assessment for a unit.
Group assessment	Assessment tasks in which students work cooperatively and some element of the marks/feedback is awarded collectively.
Hurdle requirement	A compulsory task within a unit that must be completed successfully in order to pass the unit.
Major assessment task	An assessment task that contributes 20 per cent or more to the total assessment in a unit. Minor, regular assessed activities (e.g. weekly quizzes) may be categorised collectively as a major task.
Marking criteria	A description of the factors (linked to the learning outcome knowledge, understanding and skills) that will be taken into account in awarding assessment marks.
Multi-level units	A single unit taught at two or more levels, where academic content is the same but the learning outcomes and assessment regime distinguish between the levels.
Scheduled final assessment	A timed major assessment task that is scheduled after the end of the teaching period (previously known as 'examination').
Similarity-detection system	A system (e.g. Turnitin or MOSS) that compares text, data, code or other elements in a student assessment against various sources including the internet, published works, commercial databases and assessments previously submitted through the system.
Student carer	<p>A student registered with Disability Support Services as a student carer (as defined by the Carer Recognition Act 2010) who is an individual that provides personal care, support and assistance to another individual who needs it because the other individual has a disability, a medical condition (including a terminal or chronic illness), has a mental illness or is aged and frail.</p> <p>A person is not a carer merely because they are the spouse, de facto partner, parent, child, other relative or the guardian of an individual or because they live with an individual who requires care.</p>
SWOT-Vac	Study With-Out Teaching Vacation in the week before the main scheduled final assessment periods in which students revise unit content in preparation for their final assessments and no classes, class tests, assessment deadlines or other compulsory student activities are scheduled except in circumstances outlined in the Assessment Regime Procedure.
Teaching faculty	The faculty responsible for teaching the unit as specified in the University Handbook. Where teaching is shared among faculties, it is the faculty with the greatest percentage of teaching responsibility.
Teaching location	The physical place where a course is delivered, including Australian and international locations as well as online delivery. The location may or may not be a Monash campus or owned by Monash.
Teaching period	In relation to a unit of study, the period occupied by the teaching of the unit.
Unit	A component of a course represented by a unit code that is taught as a discrete entity but is not a thesis for a graduate research degree.
Unit coordinator	The academic staff member assigned to coordinate all unit academic and administrative activities for each mode and/or location.
Unit level	A classification that indicates the year level and/or award type for which the unit is primarily offered.
Unit offering	The delivery of a unit in a particular teaching period, in single or multiple modes and/or locations.
Unit-owning faculty	The faculty that owns the unit.

Working day	A day other than a Saturday or Sunday, a public holiday under the Public Holidays Act 1993 (Vic), or university holiday. In Malaysia, working day means a day other than a Saturday, Sunday or a public holiday in the relevant state in Malaysia.
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## GOVERNANCE

Parent policy	<a href="#">Assessment and Academic Integrity Policy</a>
Supporting schedules	N/A
Associated procedures	<a href="#">Data Protection and Privacy Procedure</a> <a href="#">Grading Schema Procedure</a> <a href="#">Marking and Feedback Procedure</a> <a href="#">Scheduled Final Assessments Procedure</a> <a href="#">Special Consideration Procedure</a> <a href="#">Student Academic Integrity Procedure</a> <a href="#">Student Academic Misconduct Procedure</a>
Legislation mandating compliance	<a href="#">Carer Recognition Act 2012</a> <a href="#">Disability Discrimination Act 1992</a> <a href="#">Monash University (Academic Board) Regulations</a> , part 3 <a href="#">Monash University (Council) Regulations</a> , part 7
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Content enquiries	<a href="mailto:policy-education@monash.edu">policy-education@monash.edu</a>