

## Monash University Procedure

<b>Procedure Title</b>	Assessment in Coursework Units: Adjustments to Assessment Procedures
<b>Parent Policy</b>	<a href="#">Assessment in Coursework Units Policy</a>
<b>Date Effective</b>	Teaching periods commencing on or after 20 February 2017
<b>Review Date</b>	16-November-2019
<b>Procedure Owner</b>	Deputy Vice-Chancellor (Education)
<b>Category</b>	Academic Quality and Standards
<b>Version Number</b>	1.1
<b>Content Enquiries</b>	<a href="mailto:policy-education@monash.edu">policy-education@monash.edu</a>
<b>Scope</b>	This policy applies to all coursework units. It does not apply to the thesis component or equivalent of a graduate research course. These procedures apply to all teaching periods commencing on or after 20 February 2017.
<b>Purpose</b>	These procedures must be read in conjunction with <a href="#">Monash University Academic Board) Regulations Part 3</a> , and <a href="#">Assessment in Coursework Units Policy</a> .
<b>PROCEDURE STATEMENT</b>	

### Preamble

1. All students undertake assessment tasks to demonstrate their acquisition of the learning outcomes of the units for which they are enrolled. Each student undertakes each assessment task once.
2. From time to time, circumstances arise where students may not be able to complete assessment tasks by or at the required time. When such circumstances arise, students should seek to proactively manage these situations and alert teaching and student services staff to their situation as soon as possible so that appropriate alternatives may be put in place.
3. When the University agrees to modifications to assessment tasks to assist students meet individual circumstances, the alternative assessment task must have the following characteristics in relation to the original assessment task:
  - of an equivalent standard;
  - assess the same learning outcomes;
  - consistent with the principles of academic integrity and the assessment policy;
  - represent no disadvantage to other students enrolled in the unit; and
  - time proximate.

### Types of Adjustments

4. The types of adjustments that are available to students depend on the length of time which the student is affected by illness or other serious circumstance and the point of time when the impact on the students becomes evident. The principle mechanisms for adjustments are:
  - a. Alternative assessment arrangements.

## Monash University Procedure

Students with an ongoing medical or mental health conditions, disability or who have responsibilities as student carers may apply to Disability Support Services for alternative arrangements for assessment. Where students are experiencing ongoing issues which they expect will prevent or impede their ability to complete assessment tasks, they are advised also to contact the course managing faculty for course and progression advice.

b. Special consideration and deferred assessment

Special consideration and deferred assessment may be granted to a student whose performance of an assessment task during a teaching period or in an examination or other final assessment task has been affected by a short-term or acute illness or other exceptional cause beyond their control.

c. Allocation of a WI grade

The Withdrawn Incomplete (WI) grade is a compassionate response for students who are prevented from completing unit assessment due to extreme circumstances beyond their control.

For further details see below.

### A. Alternative Arrangements for Assessment

5. A student with an ongoing medical or mental health condition, disability or who has responsibilities as a student carer may apply for alternative arrangements for assessment to Disability Support Services. Registered students are assisted to study independently, by accessing appropriate services and/or through arranging reasonable adjustments to teaching and assessment practices.

6. Reasonable adjustments may include but are not limited to:

- teaching delivery and format, such as lecturers providing slides and other teaching material to students in advance of class, or the recording of lectures
- alternative formats for course materials, such as text books in electronic format
- utilisation of assistance equipment and services, such as assistive software or note takers
- Amendments to assessment arrangements, such as flexible assignment deadlines or extra time or a break during in-class tests and examinations.

7. Alternative assessment arrangements might apply to both in-semester and end of semester tasks.

8. Disability Support Services will make information available to faculties about which students have alternative assessment arrangements in place.

#### **Alternative arrangements for assessment conducted by faculties (including timed assessments)**

9. Students must provide confirmation of their requirement for alternative arrangements to the Chief Examiner or appropriate faculty contact person responsible for administering the arrangements no later than two weeks before the assessment.

10. Disability Support Services will communicate the required accommodations to the Chief Examiner or appropriate faculty contact person no later than one week before the assessment.

11. Disability Support Services will seek approval from the Chief Examiner when a change to the time or the substance of assessment is required.

12. The student and the Chief Examiner/faculty contact person must liaise concerning these arrangements.

13. A student who has an arrangement in place that allows flexible assignment deadlines may from time to time require additional time to meet assessment deadlines. Where such arrangements are in place, students may not need to provide evidence for this request for a deadline extension with a medical certificate. Faculty staff may refer to Disability Support Services information to verify a student's eligibility for flexible deadlines to support an application for a further extension.

## Monash University Procedure

### Responsibility

Disability Support Services  
Chief Examiners / Faculty Contact  
Students

### **Alternative assessment arrangements for a centrally invigilated final examination**

14. Applications for alternative assessment arrangements for an examination must be submitted to Disability Support Services at least one month prior to the commencement of the examination period. Exceptions to this timeline may be made when injuries or illnesses are sustained within one month of the exam. Students should give as much notice as possible and check with Disability Support Services regarding cut-off dates for late applications.
15. The applicant must lodge a Disability Support Services registration form or an equivalent written report completed by a registered health professional qualified to assess the relevant disability or ongoing medical or mental health condition. The report must include an assessment of the impact of the disability or condition on the student's ability to complete the assessment and must make specific recommendations on alternative arrangements as indicated on the registration form. Further details of what supporting documentation may be required are available from Disability Support Services.
16. Applications that are based on short term injury/conditions will be processed on an individual basis and will be dependent on resources available at the date of application.
17. Disability Support Services will seek approval from the Chief Examiner when a change to the time or substance of assessment is required.
18. Where an alternative arrangement may involve the use of a student's personal equipment, Disability Support Services will consult with Examination Services and/or the Chief Examiner to ensure any potential integrity issue is addressed.
19. Alternative arrangements for assessment for an examination may include but are not limited to:
  - Variation in the time of the examination.
  - Splitting the examination across two or more sessions.
  - Variation in the structure or format of the examination, including the use of Braille, large print, audio examination papers.
  - Variation in the duration of the examination, including extra time or rest breaks.
  - The use of an alternative examination venue, including a separate examination venue and/or ergonomic furniture.
  - The assistance of a scribe, reader or Australian Sign Language (AUSLAN) Interpreter.
  - The use of a computer.
  - The use of other adaptive technology provided or approved by Disability Support Services.
20. Where an application for alternative assessment arrangements is refused, Disability Support Services staff will notify the student.
21. The student is required to comply with any conditions determined by Disability Support Services and notified to the student. Failure to comply with any conditions may breach the Examinations rules and may result in action under [Monash University \(Council\) Regulations Part 7](#).
22. Where alternative assessment arrangements are granted:
  - Disability Support Services will provide Examination Services with the details of accommodations and conditions of alternative assessment arrangements for all approved applications three weeks prior to the commencement of the examination period.
  - Examinations Services will notify each student in writing of the accommodations and conditions not less than two weeks prior to the commencement of the examination period.

## Monash University Procedure

- In the case of a late application, Examinations Services will notify the applicant as soon as possible.

### B. Special Consideration and Deferred Final Assessment Tasks

#### Eligibility

23. Special consideration may be provided to students who are unable to undertake an assessment task, such as an exam, due to short-term or acute illness or other exceptional circumstances beyond their control. Special consideration seek to ensure that all students have one opportunity to demonstrate the achievement of the learning outcomes of a unit.
24. There are many different circumstances which could give rise to a special consideration application. The most common are:
- short-term serious medical condition. This includes hospital admission, serious injury, severe asthma and severe anxiety or depression.
  - loss or bereavement (for example, death of a close family member).
  - family relationship breakdown.
  - hardship or trauma. This may include: victims of crime; sudden loss of income or employment; or severe disruption to domestic arrangements.
  - obligations to military, jury or emergency services (such as the Country Fire Authority).
  - for students registered with the [Elite Student Performer Scheme](#) for student athletes, artists, performers participating in a key event and for students competing in key academic events and programs representing the University.
  - for student carers, where acute illness or other exceptional cause affects the person for whom they care and impacts on the student's ability to prepare for or perform the assessment.
25. Special consideration will not be granted for:
- Managing workload from other units of study;
  - Managing activities arising from voluntary representation as a member of a club or society;
  - Misreading the examination timetable; or
  - Information and communications technology-related problems, except where they could not have been prevented, avoided or the effects minimised by reasonable diligence by students.
26. Multiple and recurring applications for special consideration may be an indicator of a student at academic risk and such students may be asked to meet staff for course and academic progress advice and/or referred to university support services (eg, study skills, counselling).

#### Lodging a Special Consideration Application

27. Applications for special consideration must be genuine and made in good faith.
28. Lodging an application does not guarantee that the request will be granted.
29. All applications for special consideration must be made using one of the University's forms or the online system for certain end-of-semester centrally scheduled examinations.
30. The [Special Consideration website](#) contains links to the application forms.
- [In-semester assessment task](#)
  - End-of-semester/ final assessment task: [deferred exam](#)
  - [End-of-semester/ final assessment task: non-exam](#)

## Monash University Procedure

31. The unit teaching faculty is responsible for receiving applications and making decisions on granting special consideration for the assessment in the unit. Staff members will check that the application form and supporting documentation are complete and advise the student accordingly.

### **Responsibility**

Unit Teaching Faculty

### **Privacy**

32. Applications for special consideration will be dealt with by staff in accordance with information privacy principles, noting that information contained is often of a personal and sensitive nature. Personal information provided by a student will be held securely and will be used by the relevant Monash staff members involved in or responsible for the processing and assessment of the special consideration application.

### **Responsibility**

Student services staff

### **Supporting Documentation**

33. The student will provide genuine, well-attested evidence of the illness or other circumstances to support an application for special consideration.
34. Students must ensure that all evidence related to the special consideration application is submitted with the application. Failure to submit all relevant evidence may result in the application being rejected.
35. Supporting evidence must be clear and legible:
- In the case of electronic documents submitted with online applications, the University may reject an application on the basis of documentation being unclear or not easily legible.
  - The University may request to see the original or certified documents of those submitted to support an online application for special consideration. If a student is unable to produce the original, the University may reject the application for special consideration. Students are encouraged to provide the original copy of any scanned evidence, for sighting by faculty staff. This should be done as soon as possible after the online application is made.
36. The date attached to the supporting evidence must correspond as closely as possible with the date on which the student was affected by the exceptional circumstances.
37. The type of documentation required to support a special consideration application will depend on the reasons for the application.
38. Where the application is as a result of an acute illness or other health-related issue, acceptable evidence must specify that the student was unfit to sit the examination on the relevant date or unable to complete work for assessment on or before the relevant date. Acceptable forms of documentation include:
- Medical certificate
  - Medical letter of support (A letter of support should only be provided when the student was unable to obtain medical advice on the date the student was affected by exceptional circumstances.)
  - Professional certificates provided by other persons registered with a professional body, such as psychologists.
39. If a faculty suspects that a medical practitioner has acted improperly in providing a medical certificate, the relevant Faculty Manager should report the matter to the Deputy Vice-Chancellor (Education).

## Monash University Procedure

40. Faculties may seek further detail to support the student's application from the student and, with the student's permission, directly from the medical practitioner where a better understanding of the student's future capacity to sit the exam and complete assessment is needed to determine outcome of the application. A detailed statement from Disability Support Services may also be utilised where the student is registered with the service. A request for permission to contact a medical practitioner directly would normally be made where the student has applied for special consideration or deferred final assessment in more than one semester. Staff should also be aware that students may be charged by the practitioner for this service as it is not covered by Medicare.
41. Where the application is as a result of an unavoidable obligation for military, jury or Country Fire Authority service or participation in an elite athlete, artist or performer event, or where the student is representing the University at an event, the acceptable documentation may consist of notification from the appropriate authority of the student's obligation, stating the relevant dates. For example:
- Defence Reservist's Military Unit
  - Juries Commissioner's Office
  - Country Fire Authority
  - TeamMONASH in regard to [Elite Student Performer Scheme](#)
42. Some applications for special consideration will require documentation such as:
- death notice or certificate
  - police report
  - statutory declarations from the student or other relevant people
  - professional certificates provided by other persons registered with a professional body, such as social workers and lawyers.
43. Where the application is in relation to the student's responsibilities as a student carer and the student is registered as a carer with Disability Support Services, the acceptable evidence must show that the student's ability to prepare for or perform the assessment was due to acute illness or other exceptional cause affecting the person for whom they care.
44. Students registered as having a disability or as a student carer will have provided supporting medical documentation to Disability Support Services and the staff may be able to provide advice to faculties on a case-by-case basis on the student's condition and/or requirements, and possible alternative assessment arrangements. In some cases, support for an application may be in the form of confirmation from Disability Support Services that a registered student has provided appropriate medical documentation supporting the need for flexibility with assessment.

### **Responsibility**

Student Services staff  
Disability Support Services  
Students

### **Deadlines**

45. The timing of an application for special consideration will depend on whether it is for an in-semester assessment task or end-of-semester assessment task.

#### **In-semester assessment task**

Students should apply for special consideration no later than two University working days after the due date of the affected assessment.

#### **End-of-semester assessment task**

Students may seek early approval of a deferred examination up until five University working days before the examination for which special consideration is sought, or

## Monash University Procedure

If students are unfit to sit on the day of an examination, they may apply for special consideration no later than two University working days after the student's last scheduled examination.

46. The unit teaching faculty is responsible for determining if a late application for special consideration will be accepted.

### Responsibility

Faculty Student Administration staff  
Disability Support Services  
Students

### Decision making body

47. In-semester assessment task

Students submit applications to the unit teaching faculty who decides the outcome of the special consideration application and notifies students.

Once special consideration has been granted for a given set of circumstances, further special consideration will not normally be granted for the same in-semester assessment task.

48. End-of-semester/ final assessment task: deferred exam

Students submit applications to the unit teaching faculty, who decides the outcome of special consideration applications and notifies students.

Students who complete their final examination are not eligible for deferred final assessment.

Students who attend and attempt part of the exam are not eligible for a deferred examination.

The dean of the unit teaching faculty (or delegate) may approve a deferred examination if they are satisfied there are exceptional circumstances. In this circumstance the result from the original exam will not be counted towards the student's final unit mark and grade. The result of the deferred assessment will be final.

49. End-of-semester/ final assessment task: non-exam

Students submit applications to the unit teaching faculty, who decides the outcomes of special consideration applications and notifies students.

Students who complete their end-of-semester assessment task are not be eligible for deferred final assessment.

50. Where a student is enrolled in a course that has a different managing faculty to that of the unit teaching faculty, the managing faculty should be advised of the outcome of the application to ensure that course progression considerations are raised if relevant.

### Outcomes of a Special Consideration Application

51. Outcomes of applications for special consideration will be determined by the Dean (or delegate) of the unit teaching faculty and may include:

- One opportunity to complete an equivalent assessment task (eg, a deferred exam); or
- Extension of a deadline for assessment; or
- Rejection of the application.

52. A special consideration application will not result in the adjustment of a mark given for a student's assessment task or examination.

53. If a student presents for the final examination after receiving early approval for a deferred examination, the deferred final assessment decision will be revoked, and the mark for the final examination sat will count towards their mark. No further deferred final assessment applications can be lodged for that examination.

## Monash University Procedure

### Responsibility

Chief Examiner  
Board of Examiners

### Scheduling of Deferred Examinations

54. Centrally-invigilated deferred examinations will be scheduled during the official deferred examination period for the semester, as determined and publicised by Examination Services:
- Deferred and supplementary examinations for summer semester or Semester One units will be held in the August - September period, or prior to that period at the discretion of the unit teaching faculty.
  - Deferred and supplementary examinations for any Semester Two units will be held in the January - February period, or prior to that period at the discretion of the unit-teaching faculty.
  - Deferred and supplementary examinations for units taught over two-semesters will be held in the August - September or January - February period, whichever occurs first, or prior to that period at the discretion of the unit-teaching faculty.
55. Where the faculty conducts the deferred assessment, a minimum of five University working days' notice will be given to the students, using the students Monash University email account.
56. Deferred examinations must be sat within twelve months of the date of the end of the examination period when the unit was originally undertaken by the student.
57. A student must make themselves available to sit a deferred examination at the scheduled time.

### Managing Scheduling of Deferred Final Assessment

Refer to [Monash University \(Academic Board\) Regulation 22](#)

58. Where a student has been granted a deferred final assessment but has failed to undertake or complete it due to:
- an ongoing disability, where the student is registered with Disability Support Services; or
  - the circumstances for which the deferred final assessment task was granted are unresolved
- the student may apply for re-scheduling of the deferred examination or an extension of time for submission of the assessment task, as the case requires, on one further occasion. This rescheduled assessment must occur within 12 months of the end of the examination period when the unit was originally undertaken by the student.
59. The student must apply in writing within two full working days of the day of their deferred final assessment task, providing supporting documentation that relates to their circumstances.
60. The application must be considered by the Dean (or delegate) of the teaching faculty. The Dean (or delegate) must seek a meeting with the student to enable consideration of the application and active case management of the student's enrolment. Students may take a support person to that meeting.
61. The Dean (or delegate) must consult with the Chief Examiner of the unit prior to determining the outcome of the application.
62. The Dean (or delegate) may make whatever enquiries are deemed necessary to make a decision including:
- consulting other parties, such as the faculty manager or the faculty's student services manager and relevant members of academic staff; and
  - requesting further evidence from the student, such as an impact statement from a health professional.
63. The Dean (or delegate) may:



## Monash University Procedure

- recommend one further deferred assessment opportunity (timing based on supporting evidence); or
- approve a Withdrawn Incomplete result; or
- recommend that no further action be taken and that the relevant Board of Examiners finalise the result.

64. The Dean of the teaching faculty (or delegate) must advise the Dean of the student's managing faculty (or delegate), if this differs to that of the teaching faculty, of the outcome of the application, and develop a study plan to manage the students' progression through the course. With the agreement of the Dean of the managing faculty (or delegate), the Dean (or delegate) may impose conditions on study load until the deferred assessment has been completed.
65. Where the student is on a student visa the implications of placing conditions on the study load must be considered by the Dean (or delegate).

### Responsibility

Dean or delegate  
Student applicants

### Complaints and Grievances

66. The decision on the outcome of a special consideration application is final.
67. Students who are dissatisfied with a decision relating to special consideration should refer to the [Student Complaints and Grievances Policy](#). A grievance must be lodged with the unit teaching faculty as soon as possible as delays may affect the possibility of further assessment adjustments.

### Responsibility

Students  
Student Services staff of unit teaching faculty

### Special Consideration and Withdrawn Incomplete (WI)

68. Where a special consideration application is rejected, faculty may consider whether it is appropriate for the student to discontinue from the unit and apply for a WI grade and for Remission of Debt.

### Responsibility

Students  
Faculty Student Administration staff  
Student and Education Business Services

## C. Use of Withdrawn Incomplete Grade

69. A [flowchart detailing the Withdrawn Incomplete process](#) is available. This should be read in conjunction with the following procedures.
70. The Withdrawn Incomplete (WI) grade is a compassionate response for students who are prevented from completing unit assessment due to extreme circumstances beyond their control. It is not a passing grade as it is awarded where the student has not completed the requirements of the unit.
71. A student can be awarded a Withdrawn Incomplete (WI) grade through one of two ways:
- Where the relevant unit teaching faculty judges that a student was or will be prevented from completing unit assessment due to extreme circumstances beyond the student's control, occurring or taking effect after the commencement of the relevant withdrawn fail period, the relevant Board of Examiners of the faculty may award the student a WI as a final grade.

## Monash University Procedure

- ii. Where an application has been received and the course managing faculty judges that a student has received a fail grade (N or WN) as a result of failing to complete unit assessment due to extreme circumstances beyond the student's control, the Dean of the faculty or nominee may alter the grade to WI.
72. A student may apply for a WI where:
  - i. Prior to the finalisation of the unit grade, if the student has been granted deferred final unit assessment but has been unable to complete that assessment due to extreme circumstances beyond the student's control; or
  - ii. After the finalisation of the unit grade and the student has received an N or WN. Applications to have a final unit grade altered to WI must be lodged within 20 University working days of the date of finalisation of the grade in question. In exceptional circumstances, the Chair of Academic Board may grant a longer period of time for lodgement, such as where the student or their nominee was not physically capable of lodging an application for a WI.
73. Applications must be in writing, and must be lodged with the relevant course managing faculty.
74. The acceptable grounds for a WI are:
  - A serious medical condition necessitating hospitalisation;
  - Death of a person with whom the student had a significant relationship;
  - Death of the student;
  - Obligations to emergency or military service; and
  - Extreme circumstances of comparable gravity and severity.
75. Applications must provide evidence that the circumstances resulting in the failure to complete unit assessment were beyond the student's control, and either:
  - Arose during the withdrawn fail period or later of the relevant semester; or
  - Did not have their full impact until the commencement of the withdrawn fail period or later of the relevant semester, and this impact was not foreseeable earlier; or
  - Prevented the student from withdrawing from the unit prior to the commencement of the withdrawn fail period of the relevant semester.
76. Applications must provide evidence that the circumstances affecting the student's ability to undertake or complete unit assessment were so extreme as to render undertaking or completing that assessment impracticable.
77. If the application concerns a unit for which the student was granted deferred final assessment, the application must provide evidence that the circumstances resulting in failure to complete the deferred final assessment either:
  - Occurred after the deferred final assessment was granted; or
  - Prevented the student from undertaking or completing the assessment in ways that could not have been foreseen when the deferred final assessment was granted.
78. A student who attends and attempts the whole or part of a deferred examination is not eligible for further special consideration, except under specific circumstances – see section 58.
79. Faculties will assess applications to ensure that they are properly supported by evidence that they meet the relevant criteria, and that they have been submitted within the eligible time period, and will advise applicants accordingly.
  - i. Acceptable forms of evidence include a death notice, records of hospital admission, police reports, notifications of obligations to emergency or military services, and an impact statement from a health professional as appropriate. Where the application is made with

## Monash University Procedure

regards to the death of a person with whom the student had a significant relationship, the student must provide evidence of the significance of that relationship.

- ii. WI grades may be awarded to allow students to deal with both the immediate aftermath and ongoing issues following the death of a person with whom the student had a significant relationship. In the case of the former, a death notice is appropriate documentation. In such circumstances, the timeframe in which the death occurred should be no more than 3-7 days prior to the date of the final assessment task. In the case of extreme and ongoing grief, appropriate evidence is a document from the student's family doctor or counsellor that substantiates the claim.

80. If a final grade has not yet been recorded for the student for the unit, then Board of Examiners may allocate a WI grade.
- i. In considering an application, the Board of Examiners may consider the supporting evidence provided by the student and additional evidence drawn from the student's record where it is relevant. Such material may include details of special consideration applications made by the student and any academic progress processes underway.
  - ii. The Board of Examiners will consider the recommendation, and determine an outcome for the application. The unit teaching faculty will communicate the outcome to the student or the student's estate. The course managing faculty will upload the final result.
81. If a final grade has already been recorded for the student for the unit, then the Dean of the course managing faculty or delegate will determine the outcome of the application within ten University working days of receiving the application.
- i. If the application concerns a unit taught by a faculty other than the course managing faculty, the course managing faculty must inform the Chair of the unit teaching faculty's Board of Examiners of the application. Any comments on the application made by the Chair should be considered by the Dean or nominee when deciding the outcome of the application.
  - ii. In deciding the outcome of the application, the Dean or nominee may consider any additional evidence drawn from the student's record that is deemed by the faculty to be relevant. Such relevant material may include details of special consideration applications made by the student and any academic progress processes underway.
  - iii. If the application is approved, the course managing faculty will upload the amended result and inform the student.
  - iv. In the case of a deceased student, the course managing faculty will inform the student's estate of the outcome of the application.

### Responsibility

Associate Deans (Education) or nominees  
 Associate Deans (Research Training) or nominees  
 Deans  
 Boards of Examiners  
 Faculty Managers  
 Administrative staff

<b>Responsibility for implementation</b>	Deans Associate Deans (Education)
<b>Status</b>	New
<b>Approval Body</b>	<b>Name:</b> Academic Board <b>Meeting:</b> 7/16 <b>Date:</b> 16-November-2016 <b>Agenda item:</b> 7.2

## Monash University Procedure

<b>Definitions</b>	<p><b>Alternative Arrangements for Assessment:</b> any variations in the duration, structure, format or venue of an academic assessment to accommodate the needs of students with disabilities, chronic medical conditions and short term injuries.</p> <p><b>Alternative Assessment Task:</b> a form of special consideration providing an alternative and equivalent assessment task to replace the required assessment task listed in course and unit information.</p> <p><b>Chief Examiner:</b> responsible for the implementation of the unit assessment regime for the unit and must recommend the final result for each student. A Dean must appoint a Chief Examiner for each unit taught by the faculty.</p> <p><b>Course managing faculty:</b> The faculty that is assigned responsibility to coordinate administrative matters for each single or double degree course (including but not restricted to admission, enrolment, academic progress and academic referral).</p> <p><b>Deferred examination:</b> a final examination that has been delayed to a later date, normally resulting from a successful application for special consideration.</p> <p><b>Disability:</b> is defined in the <i>Disability Discrimination Act 1992</i> and "in relation to a person", means:</p> <ol style="list-style-type: none"> <li>a. total or partial loss of the person's bodily or mental functions; or</li> <li>b. total or partial loss of a part of the body; or</li> <li>c. the presence in the body of organisms causing disease or illness; or</li> <li>d. the presence in the body of organisms capable of causing disease or illness; or</li> <li>e. the malfunction, malformation or disfigurement of a part of the person's body; or</li> <li>f. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or</li> <li>g. 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; or</li> <li>• previously existed but no longer exists; or</li> <li>• may exist in the future; or</li> <li>• is imputed to a person."</li> </ul> </li> </ol> <p><b>Disability Support Services:</b> the unit or office responsible for co-ordinating support for registered students with disabilities undertaking studies at the University.</p> <p><b>Final result:</b> the final mark and/or grade awarded to a student on completion of assessment for a unit.</p> <p><b>Final Examination:</b> an invigilated or supervised examination held after the end of the teaching period, the results of which are partly used to determine the final result for the unit concerned. A final examination may consist of one major assessment task or may include more than one major assessment task.</p>
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## Monash University Procedure

	<p><b>Medical certificate:</b> (also called <b>doctor's certificate</b>): A statement on medical practitioner's letterhead, signed by the practitioner which attests to the result of a medical examination of the student.</p> <p><b>Medical letter of support:</b> A statement on medical practitioner's letterhead, signed by the practitioner which attests, based on the patient's medical history and on information provided, that the student would have been unfit to sit the examination on the relevant date or unable to complete work for assessment on or before the relevant date.</p> <p><b>Standard semester:</b> semester 1 or semester 2 in any year as approved by the Academic Board from time to time.</p> <p><b>Student Carer:</b> a student registered with Disability Support Services as a student carer who provides personal care, support and assistance to another individual in need of support due to disability, medical condition, including terminal or chronic illness, mental illness or is frail and aged.</p> <p><b>Unit-teaching faculty:</b> the faculty responsible for teaching the unit.</p> <p><b>Working day:</b> a day other than: (a) a day that is a university holiday under Part 9 of the Monash University (Vice-Chancellor) Regulations; or (b) in relation to an Australian campus, a Saturday or a Sunday or a day appointed as a public holiday in the whole of Victoria under the Public Holidays Act 1993; or (c) in relation to an international campus, a day that is a public holiday in the place where that campus is located.</p>
<b>Legislation Mandating Compliance</b>	<p>Monash University Statute</p> <p><a href="#">Monash University (Academic Board) Regulations</a></p> <p><a href="#">Disability Discrimination Act 1992</a></p> <p><a href="#">Higher Education Standards Framework (Threshold Standards) 2015 (TEQSA Act 2011)</a></p>
<b>Related Policies</b>	<p><a href="#">Grading Scale Policy</a> and <a href="#">Grading Scale Procedures</a></p> <p><a href="#">Handbook for Doctoral Degrees</a></p> <p><a href="#">Handbook for Research Master's Degrees</a></p>
<b>Related Documents</b>	<p>General information for students about applying for <a href="#">Disability Support Services website</a> and <a href="#">Exams website</a></p> <p>Guidelines for faculty staff on implementation of Alternative Assessment Arrangements - <a href="#">AAA Quick Guide</a></p> <p><a href="#">Guideline for managing students who sit but are unable to complete an exam (staff only)</a></p> <p><a href="#">Guidelines to Accommodate Staff and Students with Strict Religious Observance Obligations (Australia)</a></p> <p><a href="#">Inclusive teaching toolkit for students with a disability</a></p> <p><a href="#">Special Consideration webpage</a></p> <p><a href="#">Deferred exams and final assessment webpage</a></p>