

SPECIAL CONSIDERATION PROCEDURE

This is a superseded version and only applies to teaching periods that commenced on or before 31 December 2021. The latest version of this procedure can be found via this [link](#).

SCOPE

This procedure applies to:

- all staff;
- all students;
- all coursework units; and
- all teaching locations including online teaching, 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](#).

For extensions to assessment due dates, refer to the [Assessment Regime Procedure](#).

PROCEDURE STATEMENT

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

1. Special consideration

Eligibility and supporting evidence

- 1.1 Students who are unable to undertake or complete an assessment task due to immediate and exceptional circumstances beyond their control are eligible to apply for special consideration.
- 1.2 Students must refer to table 1 for the exceptional circumstances that can be considered and the types of evidence required.

TABLE 1: Exceptional circumstances and supporting evidence required for special consideration applications

Exceptional circumstances, including but not limited to:	Description	Supporting evidence required
Serious medical condition	Includes hospital admission, serious injury, serious illness (e.g. influenza), severe asthma, severe anxiety or depression.	<p>The evidence must be dated and state that the student was unfit to study or undertake the assessment on or before the relevant date.</p> <p>Medical certificate: following consultations between the student and health professional. This includes video consultations with telehealth services; or</p> <p>Medical letter of support: only when the student was unable to obtain a medical certificate on the date they were affected by the exceptional circumstances.</p> <p>Where this type of evidence is provided, the health professional must have thorough knowledge of the student's medical history and/or medical condition, and demonstrate that it was reasonable to assume the illness was present at</p>

		<p>the time of the student's scheduled assessment.</p> <p>Professional practitioner certificate: provided by other persons registered with a professional body, such as social workers and lawyers; or</p> <p>Registration with Disability Support Services (DSS): information about students registered with DSS and the recommended adjustments or alternative assessment requirements can be accessed from reports in the learning management system and/or student management system.</p> <p>On a case-by-case basis, staff can obtain further advice from DSS on the student's condition and recommendation for assessment adjustments in the reports available.</p>
Loss or bereavement	Includes death of a close family member or person with whom the student had a significant relationship.	<p>The evidence provided must demonstrate the significance of the relationship.</p> <p>Death notice or certificate accompanied by a student impact statement demonstrating the significant relationship; or</p> <p>Professional practitioner certificate provided by practitioners registered with a relevant professional body, such as social workers and lawyers; or</p> <p>Police report; or</p> <p>Statutory declaration (or equivalent) from the student or other relevant persons.</p>
Family relationship breakdown	Includes family violence or severe disruption to domestic arrangements.	<p>Police report; or</p> <p>Professional practitioner certificate provided by practitioners registered with a relevant professional body, such as social workers and lawyers; or</p> <p>Letter or document provided by the Monash Safer Community Unit, a court, a district or maternal and child health care nurse, a family violence support service; or</p> <p>Statutory declaration (or equivalent) from the student or other relevant persons.</p>
Hardship or trauma	Includes victims of crime; sudden loss of income or employment; serious illness in their family or person for whom they care.	<p>Police or court report; or</p> <p>Professional practitioner certificate provided by practitioners registered with a relevant professional body, such as social workers, financial advisers and lawyers; or</p> <p>Letter or document provided by the student's employer or former employer; or</p> <p>Statutory declaration (or equivalent) from the student or other relevant persons.</p>
Obligations to military, jury or emergency services	Including obligations to the Country Fire Authority or other civic obligations recognised in international locations.	<p>The evidence must state the relevant dates of the student's obligation.</p> <p>Statement from the appropriate authority, for example, the Defence Reservist's Military Unit, Juries Commissioner's Office; or Country Fire Authority.</p>
Student athletes, artists, performers and representatives	<p>Including:</p> <ul style="list-style-type: none"> athletes or performers registered with the Elite Student Performer Scheme; representing the University in other key events and programs (e.g. debating). 	<p>The evidence must state the relevant dates of the student's obligation.</p> <p>Statement from the appropriate authority, including:</p> <ul style="list-style-type: none"> registration with the Elite Student Performer Scheme; or faculty or other appropriate area of the University, for other engagement activities where the student represents or volunteers on behalf of the University.

Student carers	Where exceptional circumstances, as listed in this table, affect the person they care for and the student's ability to undertake the assessment task.	Student carers must be registered with DSS and provide evidence that the exceptional circumstances (as listed in this table) affect the person for whom they care, and the student's ability to undertake assessment was affected by those circumstances.
Religious or cultural obligations	Including: <ul style="list-style-type: none"> students who hold strict religious observance (for invigilated assessments with a set date); students with cultural duties and ceremonial obligations 	A personal letter of support from a recognised cultural or faith leader outlining their relationship with the student and explaining how the obligation will prevent the student from attempting or completing the assessment task; or Statutory declaration (or equivalent) from the student or other relevant persons.
Other exceptional circumstances	Including a natural disaster or a serious accident/incident.	Sufficient evidence appropriate to the exceptional circumstances the student has experienced or is experiencing.
Major known University technical disruption during a scheduled final assessment	The circumstances include: <ul style="list-style-type: none"> major or continuous disruption to power and/or internet service provision for more than 20 per cent of the scheduled assessment duration; and online assessment platform outage. 	No evidence is required. Students are automatically granted special consideration in the form of an alternative assessment. Students are not required to submit an application for special consideration. The University will arrange alternative assessments for all affected students. Students must be available to sit the alternative assessment at the time scheduled by the University. Students will have three calendar days from the date of the scheduled final assessment to submit a request to have their original assessment marked instead of being granted special consideration.
Technical disruption during a scheduled final assessment for an individual student	The circumstances must be beyond the student's control and include: <ul style="list-style-type: none"> major or continuous disruption to power and/or internet service provision for more than 20 per cent of the scheduled assessment duration; and major technical issues with computer hardware (e.g. screen malfunction, fan malfunction). 	Students must make every effort to contact the eSolutions Service Desk, report the issue and submit an application for special consideration within two working days of their final assessment. In support of their application, students must provide either: <ul style="list-style-type: none"> Screenshots or photos (including timestamps where appropriate) of the technical issue. For example, error messages, screen not loading, time stamped speed tests or communication from electricity provider regarding the issue/outage experienced; or Statutory declaration (or equivalent) from the student or other relevant persons. This can be submitted alone if it was not possible for the student to submit a Service Desk ticket at the time.

1.3 Students with a medical condition, including a mental health condition, or a disability may be eligible to register with Disability Support Services (DSS) and access alternative assessment arrangements or adjustments to assessment requirements or conduct of an assessment (see section 6 of the [Assessment Regime Procedure](#)).

1.4 Special consideration will not be granted for:

- difficulties managing study workload or other regular commitments;
- voluntary representation at club or society activities;
- misreading the assessment submission date, including the final assessments timetable;
- information technology or communication technology related issues that could have been prevented, or the effects minimised, with reasonable diligence by students (e.g. uploading correct files, allowing sufficient time to upload, ensuring the equipment is suitable); or
- scheduled final assessments, where students experienced a minor technical issue (accounting for 20 per cent or less of the assessment duration) such as a brief interruption to power and/or internet service provision and any technical issues that are resolved during the assessment.

1.5 Students are not eligible if they have:

- already submitted the assessment task for marking either by the submission deadline or by the approved extension deadline (see [Assessment Regime Procedure](#), section 3.6);
- performed an assessment task e.g. presentation, labs; or
- attended or attempted the whole or part of a final assessment, unless there are exceptional circumstances as determined by SEBS.

2. Supporting evidence requirements

2.1 All applications must be accompanied by written supporting evidence, either in English or accompanied by an authorised translation (e.g. National Accreditation Authority for Translators and Interpreters). Any statements or evidence written by the student must be written in English. In exceptional circumstances, if the student cannot obtain all evidence by the due date for application (see section 3), they must notify the University who will provide the student with a deadline for submitting the evidence.

2.2 Supporting evidence must clearly demonstrate the impact the circumstances had on the student's ability to undertake the assessment task.

2.3 The University can request further detail or evidence from the student to support their application.

2.4 The University is entitled to:

2.4.1 verify the authenticity of any supporting evidence directly with the person or authority who has prepared the document, without giving notice to the student; and

2.4.2 seek further detail directly from the student to gain a better understanding of the student's future capacity to complete an assessment and, where possible, to provide guidance and support.

2.5 An application can be rejected for the following reasons:

- the dates on the supporting evidence do not correspond with the dates the student was affected by the exceptional circumstances;
- the supporting evidence does not demonstrate that the circumstances impacted the student's ability to undertake the assessment task;
- failure to submit the required evidence without a proper explanation;
- submission of fraudulent evidence (including medical certificates) (see section 2.6);
- unclear or illegible documentation; or
- failure to produce the original or certified documents on request.

2.6 Supporting evidence must be authentic and valid. A student who submits allegedly fraudulent evidence (including medical certificate) will be reported to the responsible officer for academic integrity (see the [Student Academic Integrity Procedure](#)).

2.7 If a staff member suspects that a professional practitioner has acted improperly in providing supporting documentation, the relevant faculty general manager or director must report the matter to the Deputy Vice-Chancellor (Education).

3. Applying for special consideration

Assessments during the teaching period

3.1 Eligible students must submit an application via [the relevant form](#) within two working days after the due date of the affected assessment task.

3.2 Student and Education Business Services (SEBS), or the relevant school for international locations, will determine if a late application will be accepted. Applications submitted after the final results have been released for the teaching period will not be accepted under any circumstances.

3.3 Where a student has made multiple applications, SEBS, or the relevant school for international locations, will refer the student to appropriate support services, and inform the associate dean (education) (or nominee) of the managing faculty. Course advice will be organised with an appropriate representative of the faculty (or Monash Connect), depending on the student's circumstances.

Scheduled final assessments

3.4 Eligible students must apply using the [required form](#) either:

- for early applications, up to five working days before the date of the final assessment; or
- for students who are unfit to take the final assessment on the scheduled day, within two working days of their last scheduled final assessment.

3.5 SEBS, or the relevant school for international locations, will determine if a late application will be accepted. Applications received after the results have been released for the teaching period will not be accepted under any circumstances.

4. Assessing the application

- 4.1 SEBS will assess and determine the outcome of applications for students at Australian campuses. In international locations, the relevant school will determine the outcome. The University business processes will be used to assess the application.
- 4.1.1 For assessments flagged by the teaching faculty as complex, SEBS will assess the application and inform the student of the outcome. Where the outcome is an alternative or equivalent form of assessment and not an extension to a submission date, the chief examiner (or nominee) is responsible for determining the alternative or equivalent form of assessment and advising the student.
- 4.2 Group assessment tasks, where one or more members of the group has applied for special consideration, are complex assessments. SEBS or the relevant school at international locations will assess the application and, where it is successful, the chief examiner is responsible for determining and notifying students:
- whether an alternative assessment task can be given to the affected student/s;
 - the method for marking the work of the remaining group members; and
 - whether all members of the group will be granted an extension.

5. Communicating the outcome

Assessments due during the teaching period

- 5.1 SEBS, or the relevant school for international locations, will notify students of the outcome by email within three working days of receiving the application. If the application cannot be assessed within that timeframe, SEBS will notify the student of the different response date, up to a maximum of an additional five working days.

Scheduled final assessments

- 5.2 SEBS, or the relevant school for international locations, will notify students of the outcome by email within two working days of receiving the application.

6. Outcomes of a special consideration application

- 6.1 The available outcomes of a special consideration application are:
- in the case of a final assessment, a deferred assessment (see section 7);
 - an alternative and equivalent form of assessment (see section 6.11 of the [Assessment Regime Procedure](#));
 - an extension to a submission date (see section 6.4);
 - for units approved by the dean (or delegate) of the teaching faculty, in the case of a task weighted 5 per cent or less, an exemption from completing the task (see section 6.1.1); or
 - the application is denied.
- 6.1.1 An exemption from completing the task cannot be applied to more than 10 per cent of the unit's assessment or to any task that is a hurdle requirement or part of a hurdle requirement. If this outcomes is applied, the marks will be adjusted as follows:
- if the task is one component of an assessment item (e.g. one weekly quiz in an item of 'ten weekly quizzes, 20 per cent'), the mark for the whole item will be calculated as a percentage of the completed components; or
 - if the task is a whole assessment item (e.g. 'discussion board comments, 5 per cent'), the final unit mark will be calculated as a percentage of the remaining assessment tasks for the unit.
- 6.2 An approved special consideration application cannot change a mark given for an assessment task, except for the circumstances in section 6.1.1.
- 6.3 Where special consideration in an assessment task has been approved for a given set of circumstances, further special consideration in that task for the same circumstances will only be granted in exceptional circumstances.
- 6.4 Where a submission date is extended, the due date must be scheduled according to section 3.6.4 of the [Assessment Regime Procedure](#). Consideration will be given to the timing in the teaching period and the impact on providing feedback to students and/or finalising results. SEBS will notify the outcome to and liaise with the chief examiner (or delegate) to ensure:
- the chief examiner is aware that a late penalty should not be applied;
 - students are aware that they may not receive timely feedback before the next or final assessment task; and
 - the new submission date is before the board of examiners (BOE) meeting for the teaching period.
- 6.4.1 For any extensions beyond the end of the teaching period, SEBS will discuss the application with the associate dean (education) (or delegate) of the teaching faculty before a decision is made. The assessment deadlines will align with the assessment scheduling requirements in the [Assessment Regime Procedure](#) (section 3).

- 6.5 In appropriate circumstances where an application has been denied, SEBS may recommend that the student withdraws from the unit, applies for a [remission of loan debt](#) and, if applicable and within the timeline, a [withdrawn incomplete \(WI\) grade](#).

7. Deferred final assessment

- 7.1 The date of deferred final assessments will be set in accordance with the [Scheduled Final Assessments Procedure](#) (section 5).
- 7.2 Deferred final assessments will be scheduled by the teaching faculty (see the [Marking and Feedback Procedure](#)).
- 7.3 If a student attends the scheduled final assessment after being approved for a deferred assessment, the special consideration decision will be revoked. The student will not be permitted to sit the deferred assessment and the mark for the original final assessment will be included in their final mark. No further special consideration applications for the assessment task will be accepted.

Applying to reschedule a deferred final assessment

- 7.4 Students can apply to reschedule a deferred final assessment task on one further occasion. Students who are granted special consideration due to a major University technical disruption during a scheduled final assessment will be provided with one additional opportunity to reschedule their deferred scheduled final assessment task.
- 7.5 Students must apply to SEBS, or the relevant school for international locations, no later than two working days after the deferred date or due date of the assessment task.
- 7.6 The specific circumstances for rescheduling a deferred assessment are:
- an ongoing disability, for students registered with DSS, that has directly prevented their ability to undertake the deferred final assessment;
 - the circumstances for which the deferred final assessment was granted are unresolved; or
 - the existence of exceptional circumstances, as determined by SEBS in consultation with the dean (or delegate) of the managing faculty, or as determined by the relevant school for international locations.
- 7.7 The student must provide supporting evidence that demonstrates their circumstances meet the criteria in section 7.6.
- 7.8 SEBS, or the relevant school for international locations, will acknowledge receipt of the application within two working days.

Determining the outcome of a rescheduled application

- 7.9 SEBS, or the relevant school for international locations, will consult with the chief examiner of the unit before the outcome of the application is determined and can:
- request the student meet with a course adviser to discuss and develop a study plan to manage the student's course progression. The student can take a support person to the meeting;
 - refer the student to the dean (or delegate) of the managing faculty to set enrolment conditions until the rescheduled assessment has been completed, taking into consideration the impact on student visas, government benefits or scholarships; and
 - make enquiries before deciding the outcome, including:
 - consult other parties, such as the associate dean (education), faculty general manager, student services manager and relevant members of academic or professional staff;
 - consult the associate dean (education) (or delegate) of the teaching faculty (where relevant); or
 - request further evidence from the student, such as an impact statement from a health professional.
- 7.10 SEBS, or the relevant school for international locations, will determine the outcome of the application and can:
- approve one rescheduled assessment opportunity (see section 7.12); or
 - deny the application and recommend that the relevant BOE finalise the result.
- 7.11 Where a rescheduled deferred final assessment is not practical because of the student's circumstances and the student meets the eligibility requirements for a WI grade, as outlined in section 7 of the [Grading Schema Procedure](#), the student's application for a rescheduled deferred final assessment may be considered in place of an application for a WI grade to determine whether to grant a WI grade.
- 7.12 The rescheduled assessment will occur within 12 months of the end of the final assessments period in which the original assessment was held.
- 7.12.1 When determining the date of the rescheduled assessment, SEBS, or the relevant school for international locations, will consider the student's circumstances and likelihood of the student being able to complete the assessment in the rescheduled timeframe, the student's overall enrolment load, and the supporting evidence provided.

- 7.12.2 After the rescheduled date, if the student has not undertaken the final assessment, the interim grade will be converted to a final grade and mark calculated on the completed assessment tasks of the unit (see section 4.14.2 of the [Marking and Feedback Procedure](#)).
- 7.13 SEBS, or the relevant school for international locations, must advise the associate dean (or delegate) of the managing and teaching faculty of any rescheduled deferred final assessments.

8. Reporting

- 8.1 The Senior Director of SEBS or nominee will submit an annual report on special consideration to the University Education Committee and Academic Board, highlighting trends and addressing risk and quality issues related to special consideration.

DEFINITIONS

Authorised translation	A translation by a professionally accredited translation service.
Chief examiner	The academic staff member responsible for the implementation of a 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.
Deferred assessment	A final assessment that has been delayed to a later date, normally resulting from a successful application for special consideration.
Medical certificate (or doctor's certificate)	A statement on the health professional's letterhead that includes the provider number, is signed by the health professional, and attests to the result of a medical examination of the student.
Medical letter of support	A statement on the health professional's letterhead, signed by the professional which attests, based on the patient's medical history and on information provided, that the student would have been unfit to undertake the assessment on the relevant date or unable to complete work for assessment on or before the relevant date.
Health professional	A professional registered with the Australian Health Practitioner Regulation Agency or equivalent in other countries.
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.
Major University technical disruption	A disruption to a scheduled final assessment declared by the Chief Information Officer (or delegate) and Deputy Vice-Chancellor (Education) (or delegate). The technical disruption: <ul style="list-style-type: none"> • is a major or continuous disruption to power and/or internet service provision for more than 20 per cent of the scheduled assessment duration; • prevents students from completing the assessment; • is major and the provision of additional time was not feasible; and • is major and the assessment was irrecoverable.
Managing faculty	The faculty specified in the Handbook as being responsible for the administration of a course for the year for which the Handbook is published.
Scheduled final assessment	A timed major assessment task that is scheduled after the end of the teaching period (previously known as 'examination').
Strict religious observance obligations	Practices required by a religious doctrine to be precisely obeyed by followers of the religion. These are recognised in Article 18 of the International Covenant on Civil and Political Rights .
Student carer	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. 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.
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.

GOVERNANCE

Parent policy	Assessment and Academic Integrity Policy
Supporting schedules	N/A
Associated procedures	Assessment Regime Procedure Data Protection and Privacy Procedure Grading Schema Procedure Marking and Feedback Procedure Scheduled Final Assessments Procedure Student Academic Integrity Procedure Student Academic Misconduct Procedure Student Complaints Procedure Student Fees Procedure
Legislation mandating compliance	Monash University (Academic Board) Regulations, 20-22 Tertiary Education Quality and Standards Agency (TEQSA) Act 2011 (Com) – Higher Education Standards Framework (Threshold Standards) 2021
Category	Academic
Approval	Learning and Teaching Committee 2 December 2019 MEETING NUMBER 9/2019 / AGENDA ITEM 6.1
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Procedure owner	Deputy Vice-Chancellor (Education)
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