

ASSESSMENT POLICY

Approving Authority	Academic Board
Purpose	This policy specifies the assessment system for the Ozford Institute of Higher Education
Responsible Officer	Academic Dean
Next Scheduled Review	August 2021
Document Location	http://www.ozford.edu.au/higher-education/policies-and-procedures/
Associated Documents	<ul style="list-style-type: none"> • Credit Transfer and Articulation Policy • Credit Transfer and Articulation Procedure • Student Grievances and Appeals Policy • Student Grievances and Appeals Procedure • Student Support and Services Policy • Student Support and Services Procedure • Academic Integrity Policy • Academic Integrity Procedure • Assessment Moderation Policy • Assessment Moderation Procedure • Work Integrated Learning (WIL) Policy • Work Integrated Learning (WIL) Procedure • Conferral of Academic Qualifications Policy • Conferral of Academic Qualifications Procedure • Student Code of Conduct Policy.

1. PRINCIPLES

- 1.1 The Ozford Institute of Higher Education's (hereafter referred to as 'the Institute') approach to assessing the progress and achievement of students against course and unit learning outcomes must be of a high quality, effective and acceptable to stakeholders, including professional bodies and students.
- 1.2 The Institute places the highest possible value on academic integrity and undertakes its assessment in this context.
- 1.3 All assessment tasks are clearly aligned to learning as communicated in the course details and Unit Outlines and as expressed in the learning outcomes. Assessment tasks should be fair and consistently applied and set at a level consistent with the expectations of the relevant Australian Qualifications Framework (AQF) level of the course and with the standards applying in Australian universities and higher education providers.
- 1.4 As assessment inevitably shapes the learning that occurs, what students learn and how they learn it, and must reflect the requirements of the unit. They are designed to ensure:
 - academic standards are protected
 - students, particularly Aboriginal and Torres Strait Islanders, are treated equitably
 - students have reasonable redress in cases where they feel that an injustice has occurred in relation to assessment
 - results are promptly and accurately documented
 - the quality of the units and courses is continually improved
 - the effectiveness of the teaching process facilitates continuous improvement
 - lecturers are improving and promoting subsequent learning through feedback that is clear, informative, timely and relevant
 - the formal certification of achievements for external audiences
 - accountabilities to regulatory bodies, industry/employers and the wider community are met.

2. SCOPE

This policy applies to all assessments conducted by the Institute.

3. DEFINITIONS

- 3.1 Assessment:** the process of forming a judgement on the quality and extent of student achievement or performance and, therefore, by inference, is a judgement about the learning itself.
- 3.2 Assessment system:** a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment.
- 3.3 Assessors:** persons who assess a learner's performance in accordance with AQF and unit requirements. Assessors have one AQF qualification level above the level of the unit they are assessing.
- 3.4 Academic Misconduct:** a breach of rules in relation to impeding the integrity of the assessment/examination and enabling unfair advantage or deceiving the assessor.
- 3.5 Plagiarism:** copying another's work without due care to appropriate referencing and acknowledgement of the source.
- 3.6 Moderation:** the quality review of the assessment process. Moderation involves checking that the assessment task/s produce/s are valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made about whether the course and learning outcomes of the unit are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tasks, processes and/or outcomes and acting upon such recommendations.
- 3.7 Intervention Strategies:** a range of specialised teaching and learning strategies to facilitate learning for those students considered at risk.

4. POLICY

This is an overarching policy and consequently must be read in conjunction with the Academic Integrity Policy and the other policies listed in the Associated Documents part of this policy.

The purpose of this policy is to ensure that the Institute has an assessment system that meets the requirements of the AQF and *Higher Education Standards Framework (Threshold Standards) 2015* for developing, conducting and moderating assessments.

This policy covers the planning, conducting and moderating assessments to ensure the integrity of the AQF level of the registered course and to ensure that the academic standards of the Institute are maintained and safeguarded.

The Institute will ensure that all methods of assessment are consistent with the learning outcomes being assessed and are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.

4.1. The role of the Learning and Teaching Quality Committee

The role of the Learning and Teaching Quality Committee (LTQC) is to advise the Academic Board (AB) on measures to improve the quality of learning and teaching in the Institute. The LTQC's role is to monitor and report on the quality of teaching and to ensure that the Institute's academic operations meet quality educational standards. The committee reports and makes recommendations to the AB as appropriate on a range of learning and teaching matters.

4.2. The role of the School Assessment Committee

The School Assessment Committee (SAC) is established by the Academic Dean to help:

- ensure the quality of unit assessment items and the moderation processes undertaken within units
- monitor the quality of assessment in units and courses by reviewing survey and feedback data collected from students and peers

- identify units in which the assessment outcomes are unsatisfactory and provide advice to the unit convenor on actions to improve outcomes
- monitor school processes to ensure effective and efficient security of assessment submissions, exam questions, exam papers and the safe return of assessment items
- aggregate marks and recommend the award of grades
- recommend the award of supplementary assessment.

The Academic Dean, in consultation with the SAC, confirms assessment results and authorises the timely communication of results to students. At the conclusion of each assessment period, the Academic Dean submits the results to the AB.

4.3. Learning and assessment planning

The Institute ensures that planning for each unit, including the teaching, assessment and volume of learning, are consistent with the requirements of the AQF and accredited course requirements and enable each learner to meet the requirements of the unit in which they are enrolled.

The planning for each unit clearly shows the specific assessment requirements and tasks.

The Institute ensures that the learning and teaching resources available at the Institute support the assessment tasks of the units.

4.4. Reasonable adjustment

The Institute has policies that include reasonable adjustment and access and equity principles. Reasonable adjustment will be provided for participants with special learning needs (such as a disability or learning difficulty) according to the nature of the learning need. Assessment can be adjusted to suit individual student needs if required and will be endorsed by the Head of Department and the Academic Dean.

Reasonable adjustments are made to ensure that the participant is not presented with artificial barriers to demonstrating achievement in the unit. Reasonable adjustments may include the use of adaptive technology, educational support and alternative methods of assessment.

All students will be reviewed for current competencies including literacy and numeracy before commencement of a unit in a course. The learning needs identified from this review will form the basis of any adjustments to the teaching program and assessment strategies and will be agreed with the student. Any adjustments will be recorded in the student files and will not compromise the academic standard.

4.5. Changes to assessment requirements

Any proposal to substantially alter the assessment requirements of a unit should be made before the next scheduled offering of the unit. The Head of Department will approve any redevelopment work and ensure that appropriate moderation processes are in place. If substantial alterations are proposed to the assessment requirements for more than three units of any course, the approval for such redevelopment must be given by the LTQC. The Head of Department has the authority to implement the changes after moderation of the new assessments.

4.6. Advice to students

The Institute provides students with the following information at the commencement of each unit:

- the purpose and context of the assessment
- the method of assessment and evidence required of the relative weighting of assessment tasks
- timelines for assessment, including dates by which the assessment is due
- procedures for submitting assessments, such as completing and signing the assessment cover sheets
- timelines for the return of assessments and feedback (tests, exams, portfolios, reports)
- the expected attendance requirements
- the penalties for work submitted after the due date
- the relevant information for submission of assignments, such as type, format, evidence required and examples
- the details of resources, equipment and materials which can be accessed

- alternative approaches to assessment where applicable
- advice to retain a copy of submitted work
- reassessment processes
- policy statements in relation to plagiarism and academic misconduct
- academic integrity requirements.

4.7. Responsibility to advise late commencing students

When a student enrolls in a unit after the commencement of teaching, or for whatever reason is not present when students are given information concerning the assessment requirements of the unit, then it is the lecturer's responsibility to supply the information listed in 4.6 to the student.

4.8. Change of assessment requirements during a study period

In exceptional circumstances, (e.g., in the case of compromised integrity of assessments) the Head of Department may approve a variation of detail in the assessment requirements of a unit, providing any such variation maintains the relationship between the assessment methods and the learning outcomes expected for the unit and the appropriate moderation has occurred.

Notification of the change to the assessment requirements must be provided to students in written form. In giving approval for the change, the Head of Department must be satisfied that students are not disadvantaged by the change or the timing of the change.

4.9 Awarding and recording grades—*See Assessment Grading Policy*

Students will receive feedback in relation to their assessments with reference to the criteria against which their performance has been assessed.

Student results for units will be recorded using the following codes:

Grade	Acronym	Percentage Range
High Distinction	HD	80–100
Distinction	D	70–79
Credit	C	60–69
Pass	P	50–59
Fail	F	0–49

If a student is granted a recognition of prior learning (RPL) or credit transfer for any unit of study completed from another Higher Education Provider (HEP), then the credit recognition will be recorded in the student's official Academic Transcripts and other records as 'exempt'.

4.10. Special considerations

The Head of Department, on application from the student, may extend special consideration to a student in any unit and in respect to any assessment item.

Students may apply for special consideration on the grounds of:

- compassionate and compelling reasons
- serious disadvantage when the assessment item was attempted.

Where the student has been unable to attempt the assessment item, the student may apply for a time extension.

Requests for special consideration must be made in writing and accompanied by appropriate documentary evidence. Requests should preferably be lodged with the Head of Department prior to the assessment due date, but in any event no later than three working days after the date of assessment.

Special consideration may take the following forms:

- no action
- an extension of time to complete an assessment item
- another assessment task is provided. This may be an alternative or replacement assessment task.

An alternative assessment task provides an opportunity for the student to demonstrate similar skills to those related to the original assessment task; for example, an oral examination may take the place of a written examination.

A replacement assessment task is one that resembles the original assessment item as closely as possible and will have been appropriately validated prior to use.

4.11 Supplementary assessments

Supplementary assessments may be granted to any student not achieving a pass result on the first attempt by a small margin. The purpose of reassessment is to provide students with additional time for private study followed by the opportunity to demonstrate that the criteria for passing the unit has been met.

When a student has received a percentage score between 40% and 47% overall and has completed all the assessment tasks, supplementary assessment may be granted to the student by the Academic Dean.

The supplementary assessment may take the form of a written assignment, oral presentation and/or examination.

A student cannot request a supplementary assessment. A supplementary assessment is awarded by the Academic Dean on the advice of the SAC.

A student will not be granted more than one chance for supplementary assessment for each unit in the trimester.

If the student has not passed after two assessments, the student will be required to re-enrol in the unit and pay the required fees.

4.12 Submission of assessment items: Extensions and penalties

Students are required to submit assessment items by the due date advised by the lecturer. Assessment items submitted after the due date will not be accepted unless an extension of time for submitting the item has been approved.

4.13 Requests for extension

Requests for an extension of time to submit an assessment item must be made in writing to the lecturer. Where the request is made on medical grounds, a medical certificate is required.

A request for extension should be lodged at least one working day prior to the due date for the assessment item. A copy of the extension request should be attached to the assessment item when it is finally submitted or undertaken.

5. DEFERRED ASSESSMENT

5.1 Students may request deferred assessment if they are prevented from performing an assessment item, such as an examination, test, presentation or other assessment activity scheduled for a particular date, on the grounds of compassionate and compelling reasons.

5.1.1 A request for deferred assessment can only be considered once for each unit in the trimester. Requests for deferred assessment must be made in writing and accompanied by appropriate documentary evidence. A request for deferred assessment must be lodged at least one working day prior to the assessment due date.

5.2 Approval of deferred assessment

A request for deferred assessment will be considered by the Academic Dean who will approve or reject the request. An application for a deferred exam or test may be rejected if the Head of Department or Academic Dean has reason to believe the student is seeking to gain an unfair advantage through deferred assessment. This judgement may be based on the particular circumstances of the request, the student's academic record and history of deferral requests.

5.3 Form of deferred assessment

A deferred assessment generally takes the form of a replacement assessment item or examination. The replacement assessment item should resemble the original assessment item or examination as closely as possible and will have been appropriately moderated prior to use.

Documentation required to support a request for special consideration, extension or deferred assessment

Students applying for a deferred assessment, extension or special consideration on medical grounds must submit a medical certificate completed by a registered medical practitioner. The medical certificate must state:

- the date on which the medical practitioner examined the student
- the severity and duration of the complaint
- the practitioner's opinion of the effect of the complaint on the student's ability to undertake the assessment item.

A statement that the student was 'not fit for duty' or was suffering from 'a medical condition' will not be accepted unless the information required in points 1, 2 and 3 above are included.

Students applying for a deferred assessment, extension or special consideration on other grounds must submit suitable documentary evidence, such as a funeral notice.

Students who feel their case has been wrongly assessed may appeal in writing against that decision using the complaints and appeals process.

6. CONDUCT OF ASSESSMENTS

6.1 Exam invigilators will have and may exercise all powers reasonably necessary to ensure the proper and efficient conduct of the assessments. With the approval of the Academic Dean or delegate, they will have the permission to vary exam rules in exceptional circumstances.

6.2 If the invigilators detect any student behaviour that could be construed as cheating or other misconduct, they may, in the case of a test, ask the student to move to another position. In the event that the student is creating a disturbance, they may ask the student to stop doing so. If the student fails to comply, the invigilators may ask the student to leave the examination room. Immediately following the conclusion of the examination, the invigilators will make an incident report that includes evidence of alleged cheating or other misconduct to the Academic Dean who then takes action according to the Student Code of Conduct Policy and Procedures.

6.3 Resource material in tests

Students may, under certain conditions, be permitted to use resource materials during an assessment. Resources may include dictionaries (including English–foreign language and electronic dictionaries), calculators, textbooks, reference books or student notes.

The lecturer is required to specify the resource materials that will be permitted in any examination on the front page of the exam paper. This information must be provided to students before the assessment or examination and must also be provided to students in the examination room.

A discrepancy between the information about permissible resource materials conveyed to students before and during the examination may form grounds for appeal by students.

It is the invigilators' responsibility to ensure that the materials brought into the examination room by students conform to the specifications of permissible resource materials. This may be done prior to the examination or during the examination.

Notwithstanding the requirements of this section, special arrangements may be made for students with disabilities or other identified needs.

7. NOTIFICATION OF RESULTS

Following the approval and entering of results, students are notified of their results by a formal result or Academic Transcript at the end of each period of study.

Records of results and award certificates will only be issued if the student has paid all outstanding fees.

8. APPEALS AGAINST ASSESSMENT—*See Academic Appeals Policy*

Students are advised to discuss with their respective lecturers about their performance in assessment items during a teaching period.

When a student believes that an error has occurred or an unfair assessment has taken place regarding the mark awarded, the student may request a review. This request must:

- be made in writing using the appropriate pro forma
- state the grounds for the review request
- be lodged within 14 working days of the date on which the result was received by the student.

All requests will be dealt with by the Head of Department, who will seek the advice of the relevant lecturer. Students will be notified in writing within seven working days of the outcome of the requested review. A student who is dissatisfied with the outcome of the review may lodge a formal complaint through the student complaints and appeals process.

9. RETENTION OF ASSESSMENT MATERIALS

The Institute will retain copies of all assignments, examination booklets and other assessment materials for two years after the completion date of the unit. Specifically, the Institute keeps the following information in relation to each unit:

- a copy of all assessment tasks, including tests, assignments, role-plays and projects provided to students for the unit
- a copy of any workplace log or workbook required for students to satisfy Work Integrated Learning (WIL) requirements
- a copy of any moderation reports for the unit
- identification of the people involved in delivery and assessment of the unit.

10. RESPONSIBILITIES OF LECTURERS

- Lecturers are responsible for conveying clear advice to students about the aims and objectives of the unit, assessment requirements, relationship between the assessment methods and the expected learning outcomes and criteria against which individual assessment items are judged.
- Lecturers are required to determine whether all assessment tasks have been appropriately completed and accurately and completely assessed consistent with the established criteria used for judging the quality of performance.
- To undertake and indicate integrity tests such as 'Turnitin' for written work.
- Lecturers are required to provide written feedback to students on their performance in assessment items conducted during the semester. Lecturers should give guidance to students and comment on work presented for assessment during the semester by written comments or other suitable means. Lecturers should be prepared to discuss with students their performance regarding an examination.
- Lecturers are required to submit assessment documentation to the Head of Department within the specified time frame.
- Lecturers are required to participate in relevant moderation activities.

11. RESPONSIBILITIES OF STUDENTS

- Students have a responsibility to ensure that they have a clear understanding of the purpose of each unit in the course, the assessment requirements, the relationship between the assessment methods and the expected learning outcomes and the criteria against which individual assessment items are to be judged.
- Students must ensure that all required assessment tasks have been appropriately completed consistent with the established criteria used for judging the quality of performance and are submitted or undertaken by the specified time.
- Students have a responsibility to ensure that all assessments are their own work and have not been plagiarised or otherwise produced by cheating, copying or collusion.
- In the case of written assessments, students must:
 - submit the work with the designated cover sheet
 - declare that the work is authentic (own work), that it is:
 - is free from plagiarism
 - has not been copied or otherwise undertaken by colluding with others
 - has not been produced by cheating.
 - retain any receipt given by the lecturer for submitted assessments.
- Students have a responsibility to ensure that they understand the written feedback provided by lecturers on their performance in assessment tasks conducted during the semester.
- Students have a responsibility to attend any meetings called to discuss their academic performance and to abide by any intervention strategies that have been mutually agreed with the lecturer.

12. RECOGNITION OF PRIOR LEARNING

- For RPL: Students are informed prior to enrolment and at induction that if they have relevant prior learning then they may be eligible for RPL.
- Students must identify the units(s) for which they want to have recognition using the RPL application form.
- Students are to discuss this with the nominated lecturer or RPL assessor who will provide information about the types of evidence that can be used to support an RPL application.
- Students' RPL application forms are completed and forwarded to the Head of Student Services and Administration together with the required fee.
- Students will be provided with details of course and unit learning outcomes and assessment requirements from the unit profile.
- Students must state, in general terms, the basis of their claim for RPL.
- Students must provide evidence consistent with the course and learning outcomes specified in the unit profile.
- If the evidence provided does not meet these requirements then the student is advised that the RPL application has been unsuccessful.
- If the evidence provided generally meets the Course Learning Outcomes, then the student is interviewed by the nominated lecturer/RPL assessor.
- As a result of this interview, the student may be granted RPL. Where the evidence provided does not fully demonstrate the expected requirements, the student may be requested to undertake additional assessment consistent with the assessments provided to students undertaking the unit.
- When the nominated lecturer or RPL assessor is satisfied that the student has met all the requirements of the unit, RPL is granted.
- The student is advised in writing and acknowledges the RPL in writing.
- The RPL application documentation, assessment processes and outcomes are placed in the student files.

- Granting of RPL is recorded as a Credit Transfer in the unit outcome in the student's file.
- Students may use the appeal procedures if dissatisfied with the outcome of their RPL applications.
- After any RPL is granted, the student's record and file is amended accordingly. For international students, the Department of Home Affairs will be notified via the Provider Registration and International Student Management System (PRISMS) if the RPL results in a shortened study period, and a new Confirmation of Enrolment will be issued.
- Any RPL granted will be validated within the assessment moderation process of the Institute.

13. RESPONSIBILITIES OF THE HEAD OF DEPARTMENT

The Head of Department is responsible for:

- scrutinising a sample of student assessments that have been marked by lecturers prior to storage
- consulting relevant lecturers about queries concerning their marking
- approving the awarding of the assessment grade or supplementary assessment
- determining the outcome of applications from students for special consideration and deferred assessment
- dealing with allegations of cheating and plagiarism
- determining the recipients of prizes and awards
- monitoring the outcomes of assessment processes
- identifying units in which the outcomes are unsatisfactory and providing advice to lecturers on actions to improve assessment outcomes
- providing advice to lecturers on the basis of assessment performance indicators about the need to review program structure
- appointing an alternative lecturer from within the Institute to provide advice to the CEO regarding the assessment of a particular student or unit
- advising the Academic Dean on appeals from students against decisions in response to applications for special consideration and deferred assessment
- assessment moderation.

14. PLANNING AND DESIGNING ASSESSMENT REQUIREMENTS

Assessment will be planned and coordinated to ensure quality management and consistency with the relevant teaching packages and to satisfy the principles of assessment.

For each unit, the Institute will have:

- clear advice to students as to how the unit(s) will be assessed
- assessment tasks for the unit(s) that are consistent with and meet the requirements of the unit(s)
- a mapping of each assessment task against the course and unit learning outcomes
- a clear set of assessment criteria and model answers for each assessment task
- an assessment record sheet for each assessment task
- an overall assessment record sheet for the unit to show participant achievement against each of the specified assessment tasks, signed by the assessor
- a schedule for pre- and post-moderation.

Assessment tasks will be developed to be consistent with the relevant course and unit learning outcomes and the assessment requirements for the unit. Factors to consider include cultural sensitivities, whether the student cohort includes Aboriginal or Torres Strait Islander students, environmental sustainability as indicated in the strategic business plan of the Institute, special needs and flexible approaches to delivery and assessment.

Assessment requirements for a unit may include, but are not limited to, tasks of the following types: assignments, portfolios of evidence, essays, student presentations, reviews, practical reports, written

examinations or tests, open-book examinations, group assessments, computer-based assessments, oral tests, class quizzes, role-plays, short answer tests, experimental activities, simulations, clinical experiences, multiple-choice tests, practical exercises, presentations, workplace observations and other assessment strategies.

The assessment requirements for each unit will be moderated prior to use to ensure there is a strong relationship between the teaching strategies, learning outcomes expected and the assessment requirements (*see Assessment Moderation Policy*).

15. STUDENTS AT RISK

In this section, 'at risk' applies to students who are either not meeting the requirements of the unit or for whom a staff member has deemed that the student is unlikely to meet the requirements of the unit. Students considered at risk would normally fall within one (or more) of the following subsections.

Following an informal assessment of a student's performance in a unit and the effectiveness of the various intervention measures pursued by the staff and the student, the academic progress of a student may be considered unsatisfactory, and therefore at risk, if:

- a) the student does not successfully complete at least 50% or more of the enrolled units in any defined study period
- b) the student fails a unit/module/ and/or has been given a fail assessment for the third time and is thereby deemed by the relevant staff member to be unlikely to progress through the remainder of the unit at a satisfactory level of attainment

'At risk' may also include the following:

- (c) In a situation where a student has withdrawn (or has been withdrawn) from the same unit on more than two occasions, such circumstances may be deemed to indicate that the student is 'at risk of exclusion from their unit'.
- (d) When a student has been deemed not to pass in two or more consecutive assessment tasks within the first study period of enrolment, the student may be deemed as being at risk.

In these cases, and within 10 working days of the publication of results of each study period, students in this category will be sent letters, by hard copy and/or email, from the Head of Department or nominee notifying the students of their at-risk status and:

- a) explaining the consequences of failure to maintain a satisfactory academic standard
- b) nominating an adviser, they should consult about their course progress during the succeeding study period
- c) where appropriate, referring them to specialist contacts within the school, such as the Head of Student Support and Administration (HOSSA).

Copies of the at-risk letters will be retained in the student records.

16. WORKPLACE INTEGRATED LEARNING—*see Workplace Integrated Learning Policy*

The Institute has introduced the 'Internship' unit as the WIL strategy for the Bachelor of Business and Bachelor of Business (Accounting) courses.

17. MODERATION OF ASSESSMENTS—*see Moderation of Assessment Policy*

The purpose of moderation is to ensure that assessments conducted by the Institute are valid and reliable and allow for sufficient demonstration of capability by the student at the appropriate AQF level.

The Institute implements a plan for ongoing systematic moderation of assessments and judgements that includes, for each course provided by the Institute:

- when assessment moderation will occur
- which units will be the focus of the moderation

- who will lead and participate in moderation activities
- how the outcomes of these activities will be documented and acted upon.

The Institute conducts pre-use and post-use moderation activities.

Pre-use moderation involves consideration of whether the assessment tasks address the requirements of the learning outcomes for the unit and whether sufficient assessment is being undertaken to enable the student to demonstrate capability at the appropriate AQF level.

Post-use moderation also considers whether the assessments undertaken by students demonstrate whether reasonable and consistent judgements have been made by academic staff as to whether the requirements of the learning outcomes of the unit have been met by the student at the relevant AQF level.

Moderation also includes reviewing and making recommendations for future improvements to the assessment tasks processes and/or outcomes. The Institute regards moderation as an ongoing activity.

18. EXAMINATIONS

Where one or more of the assessment tasks for a unit is an examination, students are to be provided with a clear statement of what is expected for the examination. This information will normally be provided in the published unit profile and will include the weighting of the exam in relation to the overall assessment, the duration of the exam and the nature of the exam questions, such as multiple-choice, short answer, calculation/practical and/or essay questions.

It is the Institute's policy that the following rules apply to the conduct of examinations:

- Student's identity cards must be produced upon request at all examinations.
- Students will be admitted to the examination room 15 minutes before the starting time of all examinations. During this period, they may study the examination paper, but no writing will be allowed.
- Unless given special permission by the exam invigilator, no student shall enter the examination room later than half an hour after the examination has commenced, nor shall any student be allowed to leave the examination room before the expiration of half an hour from the start of the examination.
- No student who has left the examination room shall be permitted to return unless the student has been under supervision during such absence.
- No student shall be permitted to leave the examination during the last half an hour.
- Invigilators shall have and may exercise all powers reasonably necessary to ensure the proper and efficient conduct of the examination.
- Invigilators should document any unusual circumstances or behaviour that may be construed as providing students with an unfair advantage or disadvantage during the exam.
- Only some resources or materials are permitted for student use during an examination. Restrictions apply to specific items, including calculators and other electronic devices, mobile phones, books, notes and other materials. Resources or materials that are authorised for use in examinations are specified in the unit profile.

Students will be permitted to view their exam script under the following conditions:

- Students may view an exam script only after the results have been finalised for the that unit.
- When viewing an exam script, the student is not permitted to be accompanied by another person (such as a friend, agent or parent).
- An exam script will be viewed in the presence of a staff member.
- No discussion will be allowed about the marking of the exam script.

- The student is permitted to take notes, but not to make notes on, or otherwise deface, the exam script.

19. QUALITY ASSURANCE

To ensure that this policy is fit for purpose and meets the requirements of the Threshold Standards, the policy will be:

- 19.1 internally endorsed by the senior management on development or review, prior to approval by Governing Board, AB or other delegated authority
- 19.2 externally reviewed as part of any independent review of the Threshold Standards approved by the Governing Board
- 19.3 internally reviewed by the Responsible Officer every three years from the date of approval (if not earlier)
- 19.4 referenced to the applicable Threshold Standard and/or other legislation/regulation.

20. FEEDBACK

Feedback or comments on this policy are welcomed by the listed Responsible Officers of the Institute.

21. ACKNOWLEDGEMENTS

This policy was initially developed with reference to the relevant policies and procedures of the following institutions:

Macquarie University, *Assessing Student Achievement of Learning Outcomes*, 2013
 University of Ballarat, *Moderation of Assessment (Higher Education) Policy*, July 2013.

22. VERSION CONTROL

Version	Date Approved	Description	Approved By
1.0	5 December 2013	Initial issue	AB
2.0 (Revised)	14 August 2018	Reflecting the requirements of the Threshold Standards and changes in academic leadership structure	AB
3.0	5 August 2019	Internal review	AB
4.0	4 October 2019	Internal review	AB
5.0	25 November 2019	Internal review	AB
Related legislation/ regulation/standard	<i>Higher Education Standards Framework (Threshold Standards) 2015</i> , 1.4 (Learning Outcomes and Assessment)		

Note. AB = Academic Board.