

Assessment Policy



Purpose/objective

The Assessment Policy sets out the principles and expectations guiding the assessment of students at the Australasian Academy of Higher Education (AAHE). The Assessment Procedures that follow provide more detail and explain how the following processes are implemented at the Academy:

- [Alternative Assessment Arrangements](#)
- [Moderation Procedure](#)
- [Supplementary Assessment Procedure](#)
- [Examinations Procedure](#)
- [Examination Rules](#).

Scope

The Policy and Procedures apply to all units taught at AAHE.

Definitions

Terms used in this document are defined in the AAHE Glossary.

Policy

1. Rationale for assessment

Assessment is undertaken:

- to promote student engagement and learning
- to develop in students the capacity to evaluate their own performance
- to measure student achievement against specified learning outcomes
- to provide evidence of student achievement
- to facilitate quality improvement through evaluating the effectiveness of teaching practice.

2. Approval

- 2.1 The assessment requirements for each unit offered at the Academy and any changes to those requirements are approved in accordance with the Course and Unit Development Policy.
- 2.2 After teaching commences, the assessment requirements for a unit can only be altered in extraordinary circumstances, with the approval of the Academic Board Chair on the recommendation of the Dean.

3. Assessment design

- 3.1 AAHE takes a course-wide approach to assessment to ensure that:
 - students experience a variety of forms of assessment to develop their skills and understanding

- students are given multiple opportunities to demonstrate their achievement of the graduate attributes and the course learning outcomes
 - each of the course learning outcomes is consistent with the Australian Qualifications Framework (AQF) level of the course and is assessed before the student completes their course
 - students are encouraged regularly to reflect on, collate and share evidence of their achievements, to enhance their employability and their commitment to lifelong learning
 - student workloads across a course are reasonable.
- 3.2 The assessment tasks in each unit will:
- be valid – they assess the learning outcomes that they set out to assess
 - enable progressive skill development, including both formative and summative tasks
 - be authentic – reflecting ways of thinking and working in a professional context
 - be marked against clearly articulated criteria and standards
 - only include hurdle requirements that are clearly linked to the course learning outcomes and are justifiable from an academic point of view
 - be designed to promote academic integrity and to ensure that each student's work is their own. Any assessment task that is reused is substantially reorganised or reworded
 - be transparent, fair and equitable.
- 3.3 Assessment should be scheduled in each unit so that:
- the feedback students receive will be available in time to assist them in preparing for their next task
 - at least one assessment task has been completed by the end of Week 3 of the semester and marked and returned to students with formative feedback before the census date
 - appropriate action can be taken as early as possible to support students who are identified as being at risk
 - students receive feedback on all submitted work before swot vac in units that have final examinations.

4. Weighting of assessment tasks

Each task's weighting should reflect the workload required and its importance to the unit learning outcomes. In addition:

- A single assessment task should not contribute less than 10% or more than 50% of the total marks for a unit.
- Where it is used, self-assessment will not normally contribute to a student's total marks.
- Group and/or peer assessment can contribute no more than 30% of the total marks for a unit and can only be used where they are preceded by an induction into group processes and strategies for dealing with conflict.
- Any peer assessment that contributes to a student's final marks must be preceded by a detailed discussion of the assessment criteria, to ensure that students understand and apply them appropriately, and the peer assessments must be carefully moderated by the Unit Coordinator.

5. Requirements for successful completion

To pass a unit, students must:

- submit all the assessment tasks
- achieve a minimum of 40% in the final examination (if there is one)
- achieve at least 50% overall.

6. Advice to students

- 6.1 The Unit Coordinator will include the following information in the unit outline, which will wherever possible be made available to students one week prior to the commencement of the semester:
- the nature of each assessment task and its format, how it relates to the learning outcomes and the weighting of each task
 - requirements for successful completion (as above)
 - any additional requirements (for example that students must make themselves available for assessment at certain times) and the consequences of failing to meet the requirement
 - the due date and time for each assessment task and how and when students will receive feedback
 - submission and presentation requirements, including expectations in relation to the acknowledgement of sources, use of Turnitin (if applicable) and the consequences of a breach of academic integrity
 - the penalties for late submissions
 - information about extensions, deferred assessments and Alternative Assessment Plans
 - whether resubmission is possible.
- 6.2 These details must be consistent with the requirements set out in this Policy.
- 6.3 The unit outline will also explain that aggregating the weighted marks for each task will provide an indication of a student's overall mark; however, this mark may be adjusted to ensure comparability between assessors and it is provisional until final unit results are ratified by the Academic Board.
- 6.4 The Unit Coordinator will provide students with the assessment criteria – clearly linked to the learning outcomes listed in the unit outline – and the expected standard when the details of the individual assessment tasks are made available.
- 6.5 The assessment criteria should be discussed to confirm students' understanding of what is required before they start working on the task.

7. Late penalties

The following penalties will apply to any assessment task that is submitted after the due date, unless a revised date has been approved:

- the mark allocated to the assessment task will be reduced by 10% of the total marks for each day or part day that the task is late
- items submitted more than ten days late will be allocated zero marks.

8. Alternative assessment arrangements

- 8.1 The following alternative arrangements, which are described in the Alternative Assessment Arrangements Procedure, are available to assist students in certain circumstances:
- extensions or deferred assessment
 - special consideration
 - Assessment Adjustment Plans.
- 8.2 Extensions, deferred assessment and special consideration will only be allowed once for any single assessment task, except in extraordinary circumstances as approved by the Dean.
- 8.3 A student who believes that their request for an extension, deferred assessment or special consideration has been unfairly rejected may apply to the Dean for a review of the decision within 10 working days after they are notified of the decision. The Dean will notify the student of the outcome of the review within 10 days after receiving the application.

9. Feedback

- 9.1 All work apart from examination scripts should be returned to students along with written or video feedback within 15 calendar days of the submission of the assessment task.
- 9.2 The feedback, which may or may not be accompanied by a numerical mark, should be clearly linked to the assessment criteria and should enable the student to understand the quality of their work and how it can be improved in future.
- 9.3 The Dean will schedule consultation times in the week after the publication of results for students to make appointments with Unit Coordinators to discuss their performance in their final examinations. Consultations may be held in person or online.

10. Marking

- 10.1 Any marks allocated to a task reflect the standard of performance that a student has achieved against the assessment criteria.
- 10.2 An assessor whose judgement about an individual student's performance may be affected by their relationship with that student must discuss the situation with the Dean before they undertake any marking. The Dean will take any action required to ensure that the assessment process is, and is perceived to be, unbiased.
- 10.3 Students should be given the opportunity to seek clarification from the assessor where they do not understand the reason for a mark or the feedback.
- 10.4 The Unit Coordinator will develop a detailed marking guide or rubric for each task and will submit it to the Course Coordinator for approval before marking commences. The marking guide or rubric should promote the consistent application of marking standards and reduce the need to alter marks at the moderation stage.
- 10.5 Moderation is used to ensure that markers are making consistent judgements about the quality of students' work. Moderation is conducted for individual assessment tasks and for overall unit marks as set out in the Moderation Procedure.
- 10.6 Where possible, the moderation process is completed before assessment tasks and their associated marks are returned to students. When students are given their raw scores for individual assessment tasks, the Unit Coordinator must remind students that these scores may be subject to moderation.
- 10.7 If an assessor has reason to doubt the authenticity of a submitted task, the Unit Coordinator may require the student to demonstrate their understanding of the content at an interview. A student whose response is unsatisfactory will be referred for consideration through the Student Academic Misconduct Procedure.

11. Examinations

- 11.1 Examinations will have a maximum of three hours' duration.
- 11.2 The Unit Coordinator will prepare two draft examination papers for their unit (standard and deferred/supplementary) and submit the papers to the Course Coordinator by the end of Week 6.
- 11.3 The Course Coordinator will review the draft papers to check that:
- they comply with the requirements of the Assessment Policy
 - the format and content are aligned with the information supplied to students in the unit outline
 - the questions are clearly related to the unit learning outcomes they aim to test
 - the wording is unambiguous and grammatically correct
 - they can be completed in the time students are allowed
 - the questions are appropriate in terms of their complexity and the level of the unit and course
 - the two papers are equivalent in difficulty.

11.4 The Course Coordinator will liaise with the Unit Coordinator to ensure that any required changes are made before forwarding the papers to the Dean at least three weeks before the commencement of the examination period.

11.5 Examinations will be conducted in accordance with the Examinations Procedure.

12. Finalising results

12.1 At the end of each semester, the Unit Coordinator recommends an overall result for each student to the Assessment and Academic Progress Committee (AAPC), using the approved grading schema. Refer to Schedule A.

12.2 The AAPC considers the Unit Coordinator's recommendations and may adjust the results as set out in the Moderation Procedure before recommending a final result for each student enrolled in each unit to the Academic Board.

12.3 The AAPC also reviews the Course Coordinator's recommendations regarding any students whose results should be considered under the Academic Progress Procedure.

13. Supplementary assessment

13.1 The AAPC may require the Unit Coordinator to arrange supplementary assessment:

- for a group of students where an issue has arisen with a unit's assessment (for example where an examination was interrupted by a power failure)
- for any student with an overall mark in a unit of 45-49%
- as the outcome of a review of results.

13.2 The process and conditions are explained in the Supplementary Assessment Procedure. A fee may apply for supplementary assessment.

14. Conceded Pass

14.1 The AAPC may award a conceded pass where a single unit for which a student was awarded 45% or more is preventing that student from graduating. A conceded pass will only be awarded where the Course Coordinator confirms that the student has (i) successfully completed any hurdle requirements in the unit and (ii) met all the course learning outcomes.

14.2 The AAPC may require the Unit Coordinator to arrange supplementary assessment where either of these conditions is not met.

15. Publication of results

15.1 Following the ratification of results by the Academic Board, the Dean will ensure that the approved marks and grades are recorded in the student database against the relevant unit of study by the deadlines set by the Academic Board.

15.2 The Registrar releases final unit results following their ratification by the Academic Board.

15.3 Where a mark is awarded for a unit, it will appear alongside the grade on a student's academic transcript.

15.4 Amendments to final unit results after they have been released require the approval of the Dean.

16. Reviews

16.1 Any student who is concerned about a mark they have been awarded for an assessment task, or believes an error has been made, should discuss their concerns in the first instance with the Unit Coordinator.

16.2 A student who is considering requesting a review of a final unit result should make an appointment to discuss their concerns with the Unit Coordinator during the consultation times that are scheduled in the week after the publication of results.

- 16.3 A student whose concerns remain unresolved, or who has been unable to contact the Unit Coordinator, may apply to the Dean for a review on one of the following grounds:
- that the original mark was biased
 - that the marker did not follow the Assessment Policy or the published assessment criteria.
- 16.4 An application for a review must be submitted within five days after the student has been notified of their mark, following the process outlined in the [Student Handbook](#).
- 16.5 If the Dean considers that there are no grounds for the review, the student will be advised that the original mark stands. If the Dean considers that the student's application has merit, the Dean will liaise with the Course Coordinator to have the student's work marked by a second marker.
- 16.6 The initial mark and comments are not to be given to the second marker. Where necessary, the student may be asked to provide a new copy of their work, in which case the Course Coordinator must verify that the two items are identical.
- 16.7 Following the review, the student's mark may remain the same, or may increase or decrease.
- 16.8 The Dean will determine the final mark for the assessment task. If the two marks differ by 10% or less, the final mark will be an average of the two marks. Where the two marks differ by more than 10%, a third independent marker will be appointed and the final mark will be the average of the three marks, except where the Dean concludes that one mark was erroneous and should not be included in the calculation.
- 16.9 If the review process identifies procedural irregularities that may have affected other students' marks, the Dean will oversee any actions that are required to rectify the situation.
- 16.10 Where possible, the student should be advised of the outcome of the review process within two weeks after they lodged their review application.

17. Appeals

A student who remains dissatisfied and can provide evidence to substantiate their view may lodge a complaint in accordance with the Student Complaints Procedure.

18. Reporting

- 18.1 After each semester, the AAPC will prepare a report for the Academic Board regarding the decisions that were made in relation to result moderation, supplementary assessment and conceded passes.
- 18.2 The Dean will prepare an annual report for the Academic Board on result amendments and on student requests for reviews and their outcomes.
- 18.3 Assessment practices are audited periodically to ensure that they comply with this Policy and with the Higher Education Standards. A report on the outcome and any recommendations arising from the audit will be considered by the Learning and Teaching Committee and the Academic Board.

19. Records

All records relating to student assessment must be stored securely and retained in accordance with the Records Management Policy.

Related legislation and documents

[Higher Education Standards Framework \(Threshold Standards\) 2021](#)

[Australian Qualifications Framework \(AQF\)](#)

Assessment Procedures (below)

- [Alternative Assessment Arrangements](#)
- [Moderation Procedure](#) and Moderation Toolkit
- [Supplementary Assessment Procedure](#)
- [Examinations Procedure](#)
- [Examination Rules](#).

Document information

Document owner: Academic Board

Version	Approved by	Approved on	Implementation date	Changes made
1	Academic Board	19/10/21	1/10/23	

Schedule A: AAHE Grading schema

Grade / enrolment status indicator	Mark range	Description
High Distinction (HD)	80% and above	Complete and comprehensive understanding of the unit content; development of relevant skills to an outstanding level; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; and excellent achievement of all major and minor objectives of the unit.
Distinction (D)	70-79%	Very high level of understanding of the unit content; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and comprehensive achievement of all major and minor objectives of the unit.
Credit (C)	60-69%	High level of understanding of the unit content; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the unit; some minor objectives not fully achieved.
Pass (P)	50-59%	Adequate understanding of most of the basic unit content; development of relevant skills to a satisfactory level; adequate interpretive and analytical ability and achievement of all major learning outcomes of the unit; some minor learning outcomes not achieved.
Fail (F)	below 50%	Unsatisfactory performance, below the minimum expected level. This grade characterises work that shows a significant lack of understanding of the topic or its context and is therefore unsatisfactory. Learning outcomes not achieved.
Fail no assessment submitted (FNS)	NA	Unit failed as no work was submitted for assessment.
Withdrawn fail (WF)	NA	Withdrew from the unit after final date to withdraw without failing or withdrawn for non-payment of fees.
Withdrawn without failure (AW)	NA	Enrolment cancelled before the final date for withdrawal without failure, or later where approved under special or compassionate circumstances. These units do not appear on a student's academic transcript.
Conceded pass (CP)	NA	A grade that may be awarded for a single unit to enable the student to complete their degree
Non-graded pass (NGP)	NA	Successful completion of a unit assessed on a pass/fail basis, indicating satisfactory understanding of unit content; satisfactory development of relevant skills; satisfactory interpretive and analytical ability and achievement in all major objectives of the unit.
Result not available (RNA)	NA	Grade not available. Students must contact the Unit Coordinator as soon as possible.
Deferred assessment (DA)	NA	Temporary grade: result not finalised pending completion of deferred assessment.
Supplementary assessment (SA)	NA	Temporary grade: result not finalised pending completion of supplementary assessment.
External pass (EP)	NA	Credit has been granted for the unit based on approved prior learning or successfully completed cross-institutional studies.

Assessment Procedures

Alternative Assessment Arrangements

1. Extension or deferred assessment

- 1.1 A student may apply for an extension or deferred assessment where they know in advance that circumstances outside their control will prevent them from undertaking an assessment task by the due date or at the scheduled time.
- 1.2 Students are expected to prioritise their learning activities and assessment tasks and to manage their time accordingly. Deferred assessments will not be approved to accommodate situations that a student could have avoided, such as misreading a timetable or booking an overseas holiday.
- 1.3 An application for an extension or deferred assessment will normally only be considered when a student applies in writing at least five working days before the due date or scheduled time and will only be granted once for any single assessment task. A student who is unable to complete a rescheduled task may be eligible for special consideration.
- 1.4 **Applications relating to tasks scheduled for completion during the semester** (such as assignments or in-class tests) should be submitted to the Unit Coordinator.
- 1.5 The Unit Coordinator may ask for further information or evidence before making a decision.
- 1.6 If the Unit Coordinator grants the extension or deferred assessment, they will determine the additional time allowed (taking into account the student's circumstances and the marking timeline for the assessment task) and will manage the process.
- 1.7 The Unit Coordinator will notify the student of the outcome within three working days.
- 1.8 **Applications relating to the final examination** in a unit should be submitted to the Registrar on the appropriate application form, with verifiable supporting documentation attached.
- 1.9 The Registrar will liaise with the Unit Coordinator before determining whether to award a deferred examination and will advise the student of the outcome, normally within three working days. A rejected application will be accompanied by a clear explanation for the decision.
- 1.10 The deferred assessment task should be identical to the original task in weighting, duration, format and level of difficulty, but the questions must differ to ensure that the student is not advantaged by the deferment.
- 1.11 A student who completes a deferred assessment is eligible for the full range of marks and grades.
- 1.12 Deferred assessment results must be finalised as soon as possible and no later than the end of the next study period. The Chair of the Assessment and Academic Progress Committee is responsible for ensuring that results are finalised within the required timeframe.

2. Special Consideration

- 2.1 A student may be eligible for special consideration where circumstances outside their control that they could not have predicted (such as a serious illness or trauma) either prevented them from completing an assessment task, or had a significant impact on their performance in a task.
- 2.2 Students may also apply for special consideration where they were unable to apply for a deferred assessment five days before that assessment task was due.
- 2.3 Applications must be submitted to the Course Coordinator on the special consideration application form within three working days after the assessment task was due to be completed and must be accompanied by verifiable documentary evidence.
- 2.4 The Course Coordinator will only accept late applications in extraordinary circumstances.

- 2.5 The Course Coordinator may ask for additional evidence and may take the student's attendance and any prior special consideration applications into account when determining whether to approve or reject an application.
- 2.6 An approved special consideration application may result in one of the following outcomes, depending on the circumstances:
- a deferred assessment task or examination
 - an extension to the deadline for the assessment task
 - an opportunity to resubmit or reattempt an assessment task, in which case the Unit Coordinator may disregard the original mark
 - the marks that the student was awarded for their other assessment tasks are pro-rated to achieve a final mark – this will normally only apply to small assessment items that are not easily rescheduled
 - special arrangements are made for the completion of the task
 - the application may be rejected.
- 2.7 The Course Coordinator will advise the student of the outcome of their application for special consideration within five working days. A rejected application will be accompanied by a clear explanation for the decision.
- 2.8 Special consideration will be approved only once for any single assessment task, except in exceptional circumstances as approved by the Dean.

3. Assessment Adjustment Plans

- 3.1 A student who, because of an ongoing health condition or disability, requires different methods of assessment to evidence their achievement of the learning outcomes, should apply to the Dean for an Assessment Adjustment Plan.
- 3.2 Applications should be made through the process that is explained in the Student Handbook and should be submitted before the commencement of the semester.
- 3.3 Applications will be rejected where the requested arrangements are not reasonable or would compromise academic standards, academic integrity, intended learning outcomes or the inherent requirements of a course.
- 3.4 Applications will also be rejected where they do not allow staff reasonable time to make the requested adjustments and/or the student does not provide adequate documentary evidence to support their application.
- 3.5 Students will be notified of the outcome as soon as possible.
- 3.6 Students with an Assessment Adjustment Plan may also apply for special consideration where their ongoing condition suddenly worsens, or new circumstances arise that prevent them from undertaking a task.

Moderation Procedure

4. Moderation

- 4.1 Moderation is used at AAHE to ensure that markers are making consistent judgements about student performance, both for individual assessment tasks and for final results.
- 4.2 Moderation is not required for assessment tasks that involve questions with only one correct answer; however, the wording of these tasks must be reviewed carefully before they are used to ensure that there is no ambiguity.
- 4.3 Moderation is also not required for transient assessment tasks, such as oral presentations, but two markers should assess these tasks independently and keep records to show that the marking process was fair and impartial.

5. Moderation of individual assessment marks

- 5.1 Each marker uses the detailed marking guide or rubric that the Unit Coordinator has developed for the task to promote the consistent application of marking standards and reduce the need to alter marks at the moderation stage.
- 5.2 Moderation may commence during the marking process to promote consistency of judgements or may be undertaken after all work has been marked. The process should be completed as early as possible to ensure that students can receive feedback on their performance in a timely way.
- 5.3 As the marker marks each task, they enter the student's provisional mark in the unit result template.
- 5.4 The moderator selects at least 10% of the assessments to mark for each task. The selection must include:
 - assessments at a variety of grade brackets
 - all fails (below 50% and all HDs (at or above 80%))
 - a minimum of five assessments.
- 5.5 The moderator then 'blind marks' the chosen sample. That is, they do not know what the first marker awarded in marks or provided as feedback to each student.
 - If the two marks for each task vary by 10% or less, the final mark will be the average of the two marks.
 - If the marks vary by more than 10%, the marker and moderator should attempt to come to a consensus on the outcome.
 - Where the marker and moderator do not reach consensus, the matter should be discussed with the Course Coordinator and, if necessary, escalated to the Dean for resolution.
 - Where appropriate, the Dean may appoint a third independent marker and the final mark will be the average of the three marks, except where the Dean concludes that one mark was erroneous and should not be included in the calculation.
- 5.5 Following the moderation process, the Unit Coordinator enters the student's final mark for the assessment task in the Unit Results template, with a note regarding any adjustment that has been made.
- 5.6 The Unit Coordinator must ensure that the final mark for the assessment task is the only mark that appears on the student's work.

6. Moderation of final unit results

- 6.1 At the end of the semester, the Unit Coordinator finalises the Unit Result template by the deadline set by AAHE.
- 6.2 The Assessment and Academic Progress Committee (AAPC) meets to consider the Unit Coordinator's recommendations regarding the unit outcomes, including:
 - the mark distribution and any adjustments that have already been made
 - any matters of concern
 - any proposed improvements to assessment tasks and processes.
- 6.3 A unit may or may not have a normal distribution of results, because assessment at AAHE is criterion- rather than norm-referenced. Students are assessed in relation to their achievement of the unit learning outcomes rather than against each other and each student's overall result indicates how closely aligned that student's performance is with the unit learning outcomes.
- 6.4 Where the AAPC identifies an anomaly in the assessment outcomes, however, such as an unusually high failure rate or number of HDs or a potential breach of the Assessment Policy, it may:

- adjust the results before approving them, for example by increasing or decreasing the marks for a particular task or student cohort
- require that some tasks be remarked before the results are finalised
- determine that the results cannot be finalised until the assessment processes are checked and any issues that are found to have occurred in that unit have been rectified. This process should be expedited to minimise any potential disadvantage to students.

7. External moderation of grades

7.1 Assessment at AAHE is also benchmarked against other institutions to ensure that the Academy's grade allocations are appropriate.

7.2 The Assessment and Academic Progress Committee

- develops an external moderation schedule covering each discipline
- determines the mechanisms to be used for the moderation of grades (consistent with this Procedure)
- approves the proposed benchmarking partners
- ensures that the moderation activities are undertaken as scheduled
- reviews reports on the outcome of external moderation activities
- monitors the implementation of any required improvements.

Supplementary Assessment Procedure

8. Supplementary assessment

8.1 A student who fails the final examination, or who has an overall mark of 46-49% in a unit, may be offered an additional assessment task to enable them to demonstrate that they have met that unit's learning outcomes.

8.2 This supplementary assessment will only be approved where the AAPC considers that it is warranted and normally only to a student who has attended class regularly and has successfully completed all the other assessment tasks required for the unit.

8.3 Supplementary assessment may also be offered

- where a single failed unit is preventing a student from completing their degree and the student is ineligible for a Conceded Pass
- as an outcome of a review of results.

8.4 The supplementary assessment task may be an examination or a different task, depending on the component of the unit that the student has failed. Either way, the supplementary task must be the same level of difficulty as the failed task, but the questions must be substantially different.

8.5 Students may be charged a fee for supplementary assessment.

9. Scheduling of supplementary assessment

9.1 The Dean or nominee will advise a student in writing when supplementary assessment is approved, including the assessment format, date, time and location.

9.2 A student who is offered supplementary assessment must make themselves available to attend or complete the assessment at the scheduled time. Alternative arrangements will only be considered in exceptional circumstances, as approved by the Dean.

10. Marking

10.1 A student who successfully completes a supplementary assessment task will be awarded a final mark of 50%.

- 10.2 The student's original score will remain if they fail the supplementary assessment or do not complete it at the specified time.
- 10.3 Supplementary assessment results must be finalised as soon as possible and no later than the end of the next study period. The Chair of the Assessment and Academic Progress Committee is responsible for ensuring that results are finalised within the required timeframe.

Examinations Procedure

11. Examination notification

- 11.1 The Registrar will prepare the examination timetable and will make it available to all current students along with the Examination Rules one week before the examination period commences.
- 11.2 Where the Registrar or Dean has determined that a student should not be permitted to sit for an examination because their fees are outstanding or an allegation of misconduct has been raised against them, the Registrar will notify the student accordingly.

12. Examination supervision

- 12.1 The Dean will prepare an examination roster. At least two staff will be rostered on to supervise each examination – one male and one female.
- 12.2 Supervisors are expected to be available at the examination venue at least 15 minutes before the examination is due to start.

13. Examination room

- 13.1 The Registrar will ensure that seating plans and attendance sheets are prepared at least one week before the examination and that the examination room is ready the day before the examination.
- 13.2 Tables in the examination room should be arranged so that no student can see another student's work. Each row and table should be clearly numbered and water and tissues should be made available on the front desk for any student who may need them. The Examination Rules and the times at which students can start reading, start writing, may leave but not return, must not leave and must stop writing, should be written clearly on the whiteboard. The current time must be prominently displayed in the room. (See for example online-stopwatch.com.)
- 13.3 Seating plans will be posted outside the examination room for students 30 minutes prior to the starting time for the examination.

14. Instructions for staff conducting examinations

- 14.1 Around 15 minutes before the examination is due to commence, a supervisor advises students that they are to enter the room in silence, leave their possessions (including telephones) in the designated place, find their seats and place their ID cards face up on the right hand corner of their table.
- 14.2 The supervisor also tells students that they must not touch the examination paper until the examination commences.
- 14.3 Students are then allowed to enter the examination room.
- 14.4 Just prior to the scheduled reading time, one supervisor distributes the examination papers while the other supervisor supervises.

- 14.5 At the appropriate time, the supervisor announces that students may commence reading only.
- 14.6 A supervisor writes the actual starting time and expected finishing time on the attendance sheet and whiteboard, ensuring that the times are clearly visible to all students.
- 14.7 Ten minutes after the reading time commences, a supervisor advises students that they may start writing.
- 14.8 A supervisor must verify the identity of each student against the identity card and number written on the examination script and must ask each student to sign the attendance register.
- 14.9 Any students who arrives late may be permitted to enter the examination room within 30 minutes after the examination has commenced and will be escorted to their table and asked to sign the attendance sheet. No student will be allowed to enter the room more than 30 minutes after the examination has commenced.
- 14.10 Any student who does not wish to complete the examination may leave the room from 30 minutes after the starting time. The student must raise their hand and wait until a supervisor checks and records the current time on their examination script before they leave. The student's departure time should also be recorded on the attendance register.
- 14.11 Any student who needs to go to the toilet will be escorted by a supervisor of the same gender. The supervisor will check the toilet cubicle before the student enters it and will remain in the bathroom until they escort the student back to the examination room.
- 14.12 A supervisor will take water and tissues to the desk of any student who needs them.
- 14.13 A supervisor will alert students when they have 10 minutes to complete their work. During this time, no student may leave the room.
- 14.14 When the time allowed for the examination has ended, a supervisor will instruct students to stop writing, put their pens down and remain seated and silent. Students will leave one by one after their examination paper has been checked, collecting their personal belongings on their way.
- 14.15 After all students have left the room, a supervisor collects the students' examination papers and delivers them securely to the Unit Coordinator for marking.

Examination Rules for students

1. Students are expected to comply with the following rules.
2. Students must check the examination timetable carefully and attend the examination venue at the designated time.
3. Students may not enter the examination room until instructed to do so by an examination supervisor.
4. Students must bring their AAHE ID card to the examination and display it on their table throughout the examination. A student who does not bring their ID card, but has another form of verifiable photo identification, may be allowed to sit the examination at the discretion of the supervisor
5. Students must leave all possessions, apart from the equipment they are permitted to use for the examination, in the designated area. This includes all mobile phones and laptops (which must be switched off) and other equipment including electronic diaries and watches. Students are advised to leave valuable possessions at home, as AAHE cannot guarantee their safe keeping.
6. A maximum of one toilet break will be permitted, except where special arrangements have been approved for a student for medical reasons before the examination period. The departure and return time will be recorded and the student will be escorted to and from the toilet.
7. Eating is not permitted during the exam, except where special arrangements have been approved for a student for medical reasons before the examination period.

8. To facilitate anonymous marking, students should only record their student ID numbers on the examination paper.
9. All questions must be answered in English.
10. Students will not be admitted to the examination room more than 20 minutes after writing commences.
11. Students cannot leave the room within the first 30 minutes or the final 10 minutes of the examination.
12. No student will be re-admitted to the examination room unless they were accompanied by an examination supervisor for the entire time they were outside the room.
13. Each student is expected to complete the examination alone. Where an examination supervisor has reason to believe that a student has attempted to cheat or has assisted another student to cheat, the student(s) will be excluded from the room and referred through the Student Academic Misconduct Procedure.
14. Headwear is not permitted except for religious reasons.
15. Any student who has questions about these rules should seek clarification from the Student Support Officer – Academic, prior to their first examination.

Document information

Document owner: Dean

Version	Approved by	Approved on	Implementation date	Changes made
1	Academic Board	19/10/21	1/10/23	