

Assessment Policy

(Higher Education)

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NextEd Group Limited (ABN 75105012066) is the ultimate holding company of Academy of Interactive Technology Pty Ltd (ABN 35094133641) also trading as Coder Academy Australia, Greenwich Higher Education, and ISCD

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Section 1 – Introduction

1. Purpose

The purpose of this Assessment Policy is to ensure that effective mechanisms are in place to monitor and manage assessment processes and outcomes, to ensure that they are conducted with fairness and transparency for all students of Academy of Interactive Technology Pty Ltd (AIT).

2. Scope

This policy applies to:

- i) All students (domestic and international) of AIT
- ii) All staff of AIT including employees and contractors;
- iii) All courses delivered by AIT including those delivered on its behalf by education providers with whom there is a licensing arrangement. If there are any discrepancies between an affiliate's policy and these, the AIT policy will apply.

Academy of Interactive Technology Pty Ltd (also trading as Coder Academy Australia, Greenwich Higher Education, and ISCD), RTO: 90511, Registered Higher Education Provider PRV12005, CRICOS: 02155J

3. Definitions

Word/Term	Definition
Academic Board	Responsibility for the quality assurance of academic policy, academic administration, the curriculum, and educational process. Monitors the educational performance to ensure that educational objectives are being achieved.
AQF levels	AQF Level 1 – Certificate I AQF Level 2 – Certificate II AQF Level 3 – Certificate III AQF Level 4 – Certificate IV AQF Level 5 – Diploma AQF Level 6 – Advanced Diploma, Associate Degree AQF Level 7 – Bachelor Degree AQF Level 8 – Bachelor Honour's Degree, Graduate Certificate, Graduate Diploma AQF Level 9 – Master's Degree AQF Level 10 – Doctoral Degree
Assessment	The process of collecting evidence and making judgements on whether the appropriate level of skill and knowledge has been achieved, to confirm that an individual can perform to the standard required in the workplace, and as specified in an AQF level for the subject.



Assessment methods	<p>Direct observation:</p> <ul style="list-style-type: none"> Assessed in real time in the workplace Assessed in a simulated off-the-job situation that reflects the workplace, including role-plays Direct observation requires: <ul style="list-style-type: none"> The ability for 'live' interaction between the assessor and the student Active participation between the assessor and the student The ability to have verbal conversations during the assessment process The ability for the assessor to view all relevant areas and to be able to clearly view the student completing the assessment. <p>Product based methods:</p> <ul style="list-style-type: none"> Structured assessment activities such as reports, displays, work samples, role plays, and presentations A purposeful collection of work samples (e.g., a portfolio) of annotated and validated pieces of evidence, compiled by the student Evidence could include code, written documents, photographs, working Apps, videos, or logbooks <p>Questioning:</p> <ul style="list-style-type: none"> Generally, more applicable to the assessment of knowledge evidence Assessment could be by written or oral questioning, conducting interviews, questionnaires, and case studies <p>Third-party evidence:</p> <ul style="list-style-type: none"> Third party evidence can take many forms, an example could include a work report from a work placement supervisor.
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 and the Rules of Evidence.
Assessment tool	<p>An assessment tool like a project can cover an individual subject, or a clustered group of subjects such as a work placement. It will contain multiple assessment instruments, requiring students to respond or perform certain tasks, and includes the:</p> <ul style="list-style-type: none"> context and conditions of an Assessment Brief to assessment tools tasks to be administered to the student an outline of the evidence to be gathered from the candidate and rubric used to judge the quality of performance (i.e. grades for each criteria/element).
CAC	Course Advisory Committee(s). Sub-committees of the TLC and used to connect with industry for input to new course design, development, assessment strategies, and improvements.



End of Term	The Friday of the last teaching week.
Evidence	When a student is required to submit evidence, the assessment brief provide guidance on: <ul style="list-style-type: none"> • what to include as evidence • how to submit the evidence • how to present the evidence.
Evidence criteria	Also referred to as the 'Assessment Brief'. Examples of evidence criteria are tools such as rubrics, marker guides, or instructions for assessors. These are the rules used to make judgements about whether the Learning Outcomes have been achieved.
Formative assessment	Formative assessment is ongoing during the learning process and provides feedback for improving instruction.
Generative AI	A subset of artificial intelligence that utilises machine learning models to create new, original content based on patterns and structures learned from existing data, such as text, video, image or music. Generative AI uses large language models (LLMs), which are a type of system that can produce natural language texts based on a given input, such as a prompt, a keyword, or a query. LLMs can also learn from their own outputs and are likely to improve over time.
Moderation	A process of improving quality by monitoring assessment judgements for validity, reliability, and fairness
LMS	Learning Management System. Often referred to as the Student Portal.
Recognition of Prior Learning (RPL)	RPL is the process whereby students are assessed on evidence of previous learning, employment, industry activities and talents against the Learning Outcomes of the unit applied for. RPL is an assessment-only process, determining the relevant knowledge and skills of an individual acquired through formal, non-formal and informal learning, to determine if they meet the requirements for a unit of study. This may include: Formal learning – learning through a structured program and is linked to the attainment of an AQF qualification or statement of attainment (e.g., a certificate, diploma, or university degree). Non-formal learning - learning through a structured program which does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs); and Informal learning - learning through experience of work-related, social, family, hobby, or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).



Special consideration	<p>Also known as Special circumstances or Compelling or compassionate reasons - are events beyond the students control that impact upon their ability to maintain continuity of study or enrolment and may not be addressed through online study. Circumstances are such that it makes it impractical for the student to submit their assessment or continue or complete their studies including:</p> <ol style="list-style-type: none"> 1. Illness Supporting evidence will be required and may include: <ul style="list-style-type: none"> • a doctor's certificate, or if a mental illness; a report from a registered psychologist/psychotherapist, 2. A death in the family Supporting evidence will be required and may include: <ul style="list-style-type: none"> • a funeral notice (or Order of Service) 3. For a relevant cultural event or practice, Or <ul style="list-style-type: none"> - Representation at State level for a particular sport, Or - Requirement to participate in a performance event, Or - Voluntary service in the SES to attend a natural disaster or other event, Or - Service in the Defence Force to attend a national or state emergency, or compulsory training. Supporting evidence will be required and may include <ul style="list-style-type: none"> • a Statement signed by an authorised officer of the appropriate organisation, which validates that the date/s of the commitment corresponds with the date/s for which Special Consideration is requested. 4. If you were impacted by domestic violence or other police matter. Supporting evidence will be required and may include: <ul style="list-style-type: none"> • A Police Report number; or • Statutory Declaration providing an outline of the matter, and the dates of impact. 5. Serious Unforeseen Personal Events including: <ul style="list-style-type: none"> - Natural disasters, such as bush fires or flooding. - Impacts from COVID-19, such as sudden lockdowns or border closure. - Family members being impacted by COVID-19. - Technology breakdowns that result in lost work. - Sudden serious accident involving yourself or someone else which impacts you. Supporting evidence will be required and may include <ul style="list-style-type: none"> • An official document that corroborates the nature of the event, showing dates of impact relevant to the Special Consideration being sought for the assessment item.
Summative assessment	<p>Summative assessment is characterised as a one-time event used to make a judgment or decision about a student's knowledge or skills.</p>



TLC	Teaching and Learning Committee. A sub-committee of the Academic Board
Validation	Process of evaluating effectiveness and appropriateness of an assessment tool or suite of assessment tools
WIL	Work Integrated Learning. Includes placements, apprenticeship, traineeship, internships, fieldwork, practicums, hackathons, incubators/start-ups, and activities in other contexts involving students supervised by industry or community partners.



Section 2 – Policy

1. Policy

Assessment is the process of collecting evidence and making judgements on whether Learning Outcomes has been achieved and to confirm that an individual can perform to the standard required in the workplace. AIT strives to uphold the values of excellence, vision, good organisation and rigour at all levels of its operations, and the assessment framework is no exception.

Assessment processes and systems that conform to this plan will be appropriate, just, consistent, and accurate. The guidelines and frameworks for assessment have been developed in line with Australian and industry best practice and are based on the insight of educators with ample credentials and the input of a well-constituted advisory board. Assessment includes the recognition of prior learning (RPL) through the evaluation of evidence of formal, non-formal, and informal learning to evaluate the competence of an individual.

2. Assessment tasks

Assessment is a process of gathering evidence that is aligned to subject and course outcomes. Assessments are designed to measure a student's skills and knowledge from a developmental standpoint and are complemented by activities and tasks that provide opportunities for practice.

There are a minimum of 2 assessment tasks per subject, which require students to demonstrate their capability in relation to prescribed knowledge requirements and learning outcomes. Grades and learning outcomes will adhere to AIT's official grading system and reflect specific levels of achievement. Constructive feedback will be provided to students for all assessment outcomes.

The Teaching & Learning Committee (TLC) is responsible for oversight and key decision making in relation to assessment.

3. Quality Control

Subject Coordinators will regularly hold subject committee meetings to validate assessment tasks against course delivery requirements, and industry needs. All courses will be validated at a minimum of once yearly.

They will validate for:

- i) Appropriateness of the assessment type against the defined learning outcomes;
- ii) Appropriateness of criteria employed to measure learning outcomes;
- iii) Weighting of tasks;
- iv) Alignment with AQF levels of tasks;
- v) Usability.

The committee will refer all changes to the TLC for approval; this may include a change in the:



- i) Type of assessment;
- ii) Assessment weightings;
- iii) Timing of assessment
- iv) Assessment instructions;
- v) Assessor guides.

The subject committee may also recommend that a learning outcome be revised. Subject committees will be responsible for initial review of each subject and will provide the TLC with an overview of any/all required changes for consideration. Annual reviews of each course (as a cluster of subjects) will be submitted to the TLC for consideration of development of future improvements.

4. Principles of Assessment

Fairness: The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments will be applied to take into account the individual learner's needs. Learners are informed about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

Flexibility: Assessment is flexible to the individual learner by:

- i) Reflecting the learner's needs
- ii) Assessing learning outcomes, no matter how or where they have been acquired;
- iii) Drawing from a range of assessment methods and using those that are appropriate to the context, the learning outcome, and the individual.

Validity: Any assessment decision is justified, based on the evidence of performance of the individual learner.

Validity requires:

- i) assessment against learning outcomes and associated assessment requirements
- ii) covers the broad range of skills and knowledge that are essential to the learning outcome
- iii) assessment of knowledge and skills is integrated with their practical application;

Reliability: Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

5. Rules of Evidence

- i) **Validity:** The assessor is assured that the learner has the skills, knowledge and attributes as described in the learning outcomes and associated assessment requirements.
- ii) **Sufficiency:** The assessor is assured that the quality, quantity and relevance of the assessment
 - (a) evidence enable a judgment to be made of learning outcome.
- iii) **Authenticity:** The assessor is assured that the evidence presented for assessment is the learner's own work.



- iv) **Currency:** The assessor is assured that the assessment evidence demonstrates current skills and knowledge.

6. How Students will be Assessed

Written submissions: This includes essays, reports, reviews, reflections and code. Academic and reflective writing is an essential part of the learning process in Higher education subjects where the core teaching is theoretical. The ability to effectively condense knowledge, assimilate and communicate using a structured written medium is an important skill set for future employability. Reports and reviews provide opportunities for students to consolidate and contextualise knowledge. Furthermore, when programming, the ability to write correct, succinct code is essential for employment in an IT environment.

Examinations: Subjects have an examination component. Exams vary in length but are typically between 1.5 and 3 hours. Exams may use any combination of: practical work; multiple choice; short- answer; short essay and essay questions, depending on the particular subject.

Presentations: Some subjects and units of Competency require students to give presentations. These are used to evaluate and improve students' abilities to effectively communicate (persuasion and exposition) to an audience, undertake research, construct reasoned arguments, and draw information from a range of sources.

Project & case study submission: Project based subjects usually have the production of a single output as their final result. However, there are significant project milestones which are evaluated in the course of the entire project subject, through the course of a term.

Small project submission: Lab and studio based subjects concentrate on the production of a series of small outputs. Small project submissions allow the quality of output to be regularly evaluated, through the course of a term.

Practice tasks: This may vary between subjects and Units of Competency, but generally consists of a range of small tasks. Typically, these tasks might include: participation in class and online discussions, involvement in lectures, short presentations, small projects, small practical tutorials, short tests/quizzes, brief research tasks.

Tests & quizzes: Many higher education subjects have periodic test components. These are used to evaluate ongoing progress in a particular subject. Tests are normally brief in duration and occur within class for on campus students. Quizzes are often used in vocational Units of Competency to provide progressive feedback in relation to the development of more complex skills, particularly where there is specific underpinning knowledge.

Tutorial or online engagement: Some subjects or units of Competency require students to regularly participate in discussions, whether in tutorial groups or through online social media platforms. The participation rate and nature of engagement is used to evaluate the student's ability to effectively communicate



in small groups regardless of the format employed. Guidelines are provided to students and checklists are developed for educators to support the measurement of engagement/participation and to ensure reliability, fairness and validity.

Live invigilated tasks: To ensure the authenticity of student work is validated, many subjects will include assessment components that require live, invigilated tasks, undertaken in a controlled environment. In addition to exams (above) this may include observed tests or quizzes, demonstrations of process using specific software, presentations that include Q&A, live debugging exercises and debates.

7. Assessment Design and Development

During assessment development, the size, mode and weighting of each assessment in a subject will be determined according to a number of factors:

- i) The AQF level of the subject (see table 1 below for AQF outcomes)
- ii) The subject order (a first assessment will usually have a lower load)
- iii) The equivalent word count required per subject.

Assessment submissions may include a range of formats, and require different expectations according to the AQF level of the related subject. To ensure consistency in weighting, size and format across subjects, the following guidelines have been established. Each of these inter-relates, and is presented in the order with which it should be considered.

- a) **Total Word Count** (per subject, per AQF level): The total size of all combined assessments in a Higher Education level subject will equate to the following word count, depending on the AQF level of a subject.

AQF Level	Knowledge / Skill Outcomes	Words
Level 5 Diploma level subjects	Students should demonstrate a broad range of foundational skill and knowledge in a defined area, enabling them to: <ul style="list-style-type: none"> Analyse information to complete a range of activities Provide and transmit solutions to sometimes complex problems Transmit information and skills to others 	5000
Level 6 Assoc Degree level subjects	Students should demonstrate an advanced level of skill and knowledge in a defined area, enabling them to: <ul style="list-style-type: none"> Analyse information to complete a range of activities 	6000



	<ul style="list-style-type: none"> • Interpret and transmit solutions to unpredictable and sometimes complex problems • Transmit information and skills to others 	
Level 7 Bachelor level subjects	<p>Students should demonstrate well-developed cognitive, technical and theoretical skills enabling them to:</p> <ul style="list-style-type: none"> • Analyse and evaluate information to complete a range of activities • Analyse, generate and transmit solutions to unpredictable and sometimes complex problems • Transmit knowledge, skills and ideas to others 	6000

- b) **Assessment Type Equivalency** (per 1000 words): Not all assessments will include long-form written work. For each mode of submission, the table below provides a guide of the different assessment modes and their equivalent size related to 1000 words.

Assessment Type	Size equivalency per 1000 words
Structured Written Assessment	1000 words
Examination	1 hour
Group Assignment	750 words per member
Unstructured Reflective Journal	1500 words
Verbal Presentation	20 minutes
Verbal Group Presentation	10 minutes per member
Practical demonstration	20 minutes
Written / visual presentation	10-15 slides
Image submission	4 images and associated discussion notes
Code file or program	1 program and associated code
Film or recording	1-3 minutes
Animation or playthrough	30 sec - 1 minute



- c) **Assessment Weighting:** When determining weighting for an assessment, the table below indicates the rough percentage to award based on the size of submission. While this may differ depending on the AQF level or the position of the assessment, it should be used as a guide during assessment planning. At their discretion, the academic leader responsible for curriculum development may adjust the weightings at levels 6, 7, or 8 to account for the complexity of specific tasks.

Size	Weighting Range
500 words or fewer	Less than 10%
750-1000 words	10-15%
1000-1500 words	15-25%
1500 - 2000 words	25-40%

As an example of how the table above may be used, consider a level 5 (diploma/ 1st yr) subject. Combining the total size of all assessments should be equivalent to no more than 5000 words. This may result in the below.

- i) Assessment 1: 500 word project (10%)
- ii) Assessment 2: Visual Presentation of 15 slides (25%)
- iii) Assessment 3: 2000 word report (40%)
- iv) Assessment 4: 1.5 hour examination (35%)

These assessments combined would equal about 5000 words for the subject, based on the tables above.

- i) A1 = 500 words
- ii) A2 = 1000 words
- iii) A3 = 2000 words
- iv) A4 = 1500 words

8. When will Students be Assessed

Students will be assessed at set points during a subject, which are published on each Subject Outline. Subject Outlines for Higher Education courses provide the following information about assessments:

- i) Name of assessment
- ii) Form of assessment
- iii) Learning outcomes
- iv) Week due
- v) Weighting

Within the Learning Management System, the specific date assessments are due will be clarified in relation to the study period. The initial assessment task will take place within the first four (4) weeks of each subject.

9. Submission of Assessment

Submission of work must be made on or before the due date and in the form indicated on the assessment brief.

It is the responsibility of individual students to ensure that any assignment submitted in electronic form is readable and generally accessible by the assessor. Accidentally un-copied data, OR corrupt data, OR data copied in an unreadable format OR the use of defective disks or other storage media is not acceptable as a submission. In these cases, markers will be obliged to treat the assignment as un-completed. Students are required to keep a copy of all assessments submitted.

10. Grading of Assessment submissions

Each assessment task will be accompanied with an Assessment Brief and include clear instructions of what is required, when it is due and how it is to be submitted. Briefs will include a Marking Guide or Rubric to explain how the student will earn the marks based on meeting the requirements of the brief.

Rubrics are used to bring transparency to assessment and marking for both staff and students. Rubrics play 3 main roles in assessment:

- i) **Assist markers** to make consistent and reliable judgements about the quality of student work, enable them to form a shared understanding about how grades should be awarded, and increase the efficiency and consistency of marking and moderation processes.
- ii) **Provide feedback** to students about the quality of their work and how they might improve.
- iii) **Provide guidance** to students by explicitly communicating how their work will be graded, and what they need to focus on when addressing the marking criteria. This can help to clarify and articulate industry or discipline standards to students.

Rubrics can support all three stages of the assessment process:

Assessment stage	Rubric benefits – Markers	Rubric benefits – Students
Before starting assessment	For the marking team, the rubric provides an opportunity to explain and moderate understandings about criteria and standards before marking commences, by using the calibration process before term starts.	For students, a rubric provides a scaffold for <i>assessment as learning</i> - rubrics explain what is required in the assessment task and provide important cues about the expected elements and approaches (Ragupathi & Lee, 2020).



During assessment	During the assessment writing process, rubrics provide the Subject Coordinator with a specific point of reference to direct students to if they are unsure of or confused about assessment task expectations. Similarly, it will likely reduce questions/ confusion overall.	During the assessment process, rubrics provide students with a roadmap to ensure they are on the right track. Rubrics also facilitate students' ability to self-assess their work in progress against the marking criteria.
After the assessment has been submitted	Rubrics support markers as they provide a detailed framework for consistently judging individual student submissions and encourage the provision of systematic feedback on student performance against each criterion. Quality rubrics help to reduce marker bias (Chakraborty 2021).	Rubrics provide important information to students about the quality of their performance against the specified criteria. They allow students to diagnose their strengths and weaknesses and where they can improve. Rubrics also provide transparency to students about academic standards, and how grades are derived.

Rubrics are commonly presented in the form of a matrix that includes:

- i) **Marking Criteria** – the elements from the Brief that the marker will consider when judging a piece of work (such as quality of argument, connection to Theory, research, technical aspects, etc.)
- ii) **Performance levels** – the grade standards that apply to the assessment (e.g. Excellent, Very Good, Good, Satisfactory, Needs Improvement, Missing)
- iii) **Descriptors** – detailed and descriptive statements about the performance level of each criterion (these should be objective and measurable).

11. Grades

Grades measure students' performance against the learning outcomes and indicate the level of achievement in accordance with the criterion-based grading (detailed below). This approach is informed by AQF level, nature of the task and industry needs.

Students will receive a grade for each assessment item they submit, complete or are otherwise credited for, within each subject for which they are entitled to be enrolled.

All grading must be against the approved rubric for that assessment. Grades must be entered into the internal marking system and released to students within 10 working days of the Submission Date.

Students may receive a ZERO score outcome for non-submission; ineligible submission; breaches of Academic Integrity; work which does not



meet any of the submission requirements.

Ineligible submission may include, but is not limited to work:

- i) that is not accessible to be graded;
- ii) which has been submitted after submission deadlines and/or any approved extension;
- iii) that was submitted when a student was not enrolled in a subject;
- iv) which has previously been submitted for assessment more than the approved number of times;
- v) work which has been submitted for assessment in another subject or Unit of Competency.

12. Feedback

Each student's assessment feedback will be indicated by the appropriate grade, but where suitable, constructive comments will also be provided, aimed at improving the student skills and understanding. They will specifically address how the student met or failed to meet the assessment criteria and demonstrated their skills and knowledge.

Assessment judgements will be moderated within subjects to ensure consistency and evaluated within the context of the course to enhance the effectiveness of the curriculum. Assessment judgements will also be moderated across the course to ensure reliability, validity and integrity across campuses and delivery modes.

The initial assessment task will usually take place before the midpoint of each subject and initial feedback should be provided within two weeks of submission. In the case of a bootcamp subject, summative assessment feedback will be provided within 1 week of submission and formative assessment feedback will be provided daily, or within a study day of task submission.

13. Assessment Integrity

Plagiarism and cheating of any kind are not allowed and may result in a zero grade result (refer to the Academic Integrity Policy).

14. Artificial Intelligence

The advent of generative artificial intelligence (GenAI) as a mainstream resource accessible by anyone with internet access presents a range of opportunities and concerns for organisations and individuals alike. GenAI has the capability to simplify work processes and accelerate productivity. It also has the capacity to distort data and undermine quality and integrity. AIT takes both the opportunities and concerns associated with GenAI seriously. In doing so it promotes innovation where there is obvious value-add and equally, it promotes caution in how it is utilised and accessed.

The use of AI in the completion of assessments and tests at AIT is strictly



forbidden unless otherwise advised by trainers in specific and limited circumstances. Penalties for unauthorised use of artificial intelligence apply as per the Academic Integrity Policy

15. Assessment Authenticity and Risk Mitigation

At AIT / Coder Academy, an Assessment Authenticity Risk Matrix is used to determine the level of certainty assessors have that work has been produced by a student, as opposed to a third party. Furthermore, a set of parameters has been established to guide assessment design and ensure security at meaningful points across the program. These are explained below.

Assessment Risk Parameters

- i) All assessments in the program must be rated according to the Assessment Authenticity Risk Matrix.
- ii) Each subject must include one 'Low Risk' assessment
- iii) A subject cannot pose a risk greater than 6 points in total, after points for each assessment in a subject have been tallied.
- iv) Where a subject poses an unacceptable risk, amendments are to be considered to increase the validity of student authenticity.

Assessment Authenticity Risk Matrix

Risk Level	Descriptor
Low 1 point	Can be determined to a high level of certainty that the work produced by students is authentic and demonstrates their genuine knowledge and capability. This will be established through an assessment that requires teacher presence, a controlled environment, independent, non-scripted student responses, and live critical thinking or problem solving.
Medium 2 Points	Can be determined to a moderate level of certainty whether the work produced by students is authentic. This is established through assessments that include requirements for referencing, clarity over the allowance of AI in the assessment, student statements of authenticity, submission of work through a verified plagiarism / AI checking tool (like TurnItIn), the inclusion of drafts or prototypes in submissions, and multiple formative, non-graded in-class activities, used to gauge pre-assessment capability and clear, robust briefs and rubrics.
High 3 Points	Very difficult to determine with certainty that the work produced by students is authentic. This is because there are limited tools for checking academic integrity based on the medium used, tasks are completed remotely without supervision and students are not undertaking assessments in live environments.

16. Late Submission of Assessment

If a deadline is missed due to circumstances beyond the control of a student,



an application may be made to submit at a later date. This applies to all forms of assessment.

Applications for special consideration must be made in writing. Special Consideration will be determined by the nature of the circumstance. Applications must be made within 5 days of the initial due date, or where a student is hospitalised - upon release, (evidence such as a medical certificate is required as part of the application).

Applications for special consideration will result in one of the following outcomes:

- i) rejection
- ii) extension granted
- iii) extension granted and alternate assessment to be assigned
 - a. includes examinations.

17. Appeals against results in Assessment tasks or subjects

Students have the right of appeal for an assessment outcome or the Final Grade. Refer to Academic Appeals section of the Grievance, Complaints, and Appeals Policy

18. Final Grades

Successful completion of subject assessment

A final result for a completed subject will consist of:

- i) individual marks for each completed assessment task showing the final grade of each;
- ii) a summed average result for all assessment tasks completed for the subject (including any ZERO results).

Students will be entitled to have a final letter grade entered onto their Academic Transcript after they have completed all the necessary assessment requirements for a subject in which they were entitled to be enrolled.

Responsibilities:

Action	Responsibility	Timing
Grade Assessment tasks and enter into the LMS/marketing system	Teacher/Marker	Each assessment task result is to be recorded in the LMS and released to students within 10 working days from the Submission date.
Final evaluation of all grades	ARC*	Once per term
Evaluate anomalous grades	ARC*	Once per term
Report anomalous grades to CC and AB	ARC*	Once per term
Review grades across all subjects	ARC*	Once per term



Review of a subject's assessment and grading practices	TLC	Annually (to be completed within six working weeks)
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**Assessment Review Committee*

Significantly anomalous grades will be reviewed by the Academic Director.

Significantly anomalous grades constitute:

- i) Failure rates within a subject of more than 30%;
- ii) More than 100% over target Grade Distribution in any of the bands from P - D and more than 300% in the HD band;
- iii) An average score within a subject of greater than Distinction, for all students with over 40% final attendance;
- iv) Where, during the moderation process, there is a discrepancy of greater than 2 marks for a student's assessment.

The Academic Director may:

- i) recommend changes to the marks of individual students represented in anomalous subjects to the ARC;
- ii) recommend that the TLC authorise the substantial grading up or down of a subject's results to correctly reflect published standards;
- iii) recommend the review of a subject and the assessment and grading practices used within that subject.

19. Grading order

Grading is given in the order:

- i) Assessment tasks are graded in subjects
- ii) Completed subjects result in a final grade, aggregated from the results for Assessment tasks
- iii) An entire course results in a final average grade and total GPA, aggregated from the results for completed subjects.

20. How Students will be Graded (Final)

Students will receive a final grade for each subject in which they are entitled to be enrolled and for which they have completed their enrolment without withdrawal.

The following is a list of all the grades which students may receive on the completion of an individual subject:

- i) High distinction = HD
- ii) Distinction = D
- iii) Credit = CR
- iv) Pass – P

- v) Fail = F
- vi) Incomplete = I
- vii) Withdrawn = WD
- viii) Pass Conceded = PC

These grades will be entered into the student's Academic Transcript.

HD	D	CR	P	F
85% and above	75% - 84%	65% - 74%	50% - 64%	< 50%
A High Distinction is the highest grade awarded for a subject. If a High Distinction is awarded for a task it shows that the task was completed with an exceptional level of skill.	A Distinction grade shows that a subject was completed with a high level of skill.	A Credit grade shows that a subject was completed with a good level of skill.	A Pass grade shows that a subject was completed with an adequate level of skill.	A Fail grade shows that a subject was not completed to the required level

i) Incomplete

A student may receive incomplete for any subject which they have failed to complete. In this event, the student may be required to complete the entire subject again.

ii) Withdrawn

Any student unable to proceed with their studies may request to be withdrawn from the subject. In this event, the student will be required to complete the whole subject before they will be awarded a pass.

iii) Pass Conceded

A Pass Conceded grade is given to students in their last subject, who have not reached the required pass grade due to extenuating circumstances but are considered to have sufficient knowledge and skills in the area of study.

21. Additional Assessment for a Subject

Students may, on occasion, fall within the margin of failure for a completed subject, in the range of 46-49%.

If the student has attempted all of the assessment tasks for a subject, and at the sole discretion of the Subject Coordinator or the Academic Director, the student may be asked to submit further assessable material or to resubmit previously unsatisfactory submitted material after modification.

The completion of the additional assessment will result in one of the following:

- i) No change to the previous assessment
- ii) Modification of a grade, from Fail to Conditional Pass, final percentage score maximum is 50%.

22. Final Letter Grades in a Course

See: Award Eligibility and Graduation Policy

A final result for an entire course will consist of individual marks for each completed subject showing the final subject grades, and a summed average result for all subjects completed for the course.

The following is a list of standard grades which students may receive for individual subjects:

- iv) High distinction = HD
- v) Distinction = D
- vi) Credit = CR
- vii) Pass – P
- viii) Withdrawn = WD

23. Verification of All Final Grades

There will be a final verification of all grades for each completed subject at the conclusion of each trimester/term.

Final outcomes will be evaluated by the Assessment Review Committee (ARC). Where necessary, cohort or individual marks may be adjusted to best reflect both AIT policy, course requirement and, subject requirements prior to release to students/publishing.

Grades which are modified after the conclusion of a subject must be accurately recorded in LMS marking system and SMS (the student records), with details of why any change was made and recording the original score.

The ARC is responsible for ensuring the final results are released within 10 business days of the end of term Any Appeals or re-sit grades to be released by end of 15 business days.

24. Moderation Process

Moderation is a process used to help assure the consistent high-quality delivery of subjects at AIT. Internal moderation is particularly appropriate when there is more than one marker within an individual subject, in which case moderation serves to:

- i) Ensure that grading within subjects is consistent between markers.
- ii) In the case where there is only one marker the moderation process serves to ensure reliability and fairness of the assessment outcomes.
- iii) To ensure that the assessment processes were applied accurately and fairly.

There are four general steps in the Moderation Process. In summary:

- i) **Assessment Validation:** the checking of each assessment task and rubric against Learning Outcomes, AIT and industry standards. Assessments and rubric are the responsibility of the Subject Coordinator and approved by the TLC;



- ii) **Assessment Calibration:** the communication between the Subject Coordinator and the teaching/marking staff at the start of term to agree expectations in the grading of each significant task based on the published brief and rubric;
- iii) **Assessment Moderation:** comparison checking of the marking of each significant assessment task based on a sample of the first five (5) submissions (or 5% – whichever larger) in a class and agreeing marking similarity (or agreeing adjustment/s) prior to proceeding with marking the rest of the submissions. A form for each task is prepared progressively through the term, and summary report for the subject is prepared at the end of term.
- iv) **Final Grade Verification:** the ARC will verify all final grades for each completed subject at the conclusion of each trimester/term.
- v) **Moderation Monitoring and Continuous Improvement:** An annual report is provided to the Academic Board by the TLC identifying the success or otherwise of the Moderation Process and details of improvement.



a) Responsibilities

Action	Responsibility	Timing
Assessment Validation	Subject Coordinator and TLC	Prior to initial implementation of the assessment task or subsequent implementation based on continuous improvement methodologies
Assessment Calibration	Subject Coordinator and markers	At the start of each term
Assessment Moderation	Markers and Subject Coordinator	Immediately after submission due dates
Final Grade Verification	ARC	At the end of each term prior to the publishing of Final Grades
Review of a subject's moderation practices	TLC	Annually

b) Quality benchmarking

- i) **Intra Moderation:** where judgements between courses are compared
- ii) **External Moderation: comparing** grading with similar/same courses at other tertiary institutions

Intra-moderation is to be used in all new subjects during the first term and following the completion of significant assessment task changes.

External moderation is used in subject/course reviews, and for the assessment tasks for proposed new subjects.

Further reasons to engage in both internal and external moderation are:

- i) To ensure that high quality assessment is applied consistently within higher education courses;
- ii) To ensure that the expected standard of student outputs is appropriate and is comparable to similar standards applied in other tertiary courses in Australia;
- iii) To ensure that student outputs and completed Assessment tasks are evaluated consistently and fairly across all students in the same subjects, or course.

c) Moderation of Significant Assessments

Moderation will be completed for each significant assessment task - designated to be any individual or combined task assessment valued at 30% or greater of the total assessment for the subject.

d) Process followed to calibrate assessment tasks at the start of term.

- i) Subject Coordinators arrange to meet with teachers and markers, ideally prior to the start of teaching and no later than the first week of the teaching period.



ii) The calibration aspect of this stage is to:

- a. reach a shared understanding of evidence of minimum achievement standards of the subject Learning Outcomes (LOs);
- b. agree upon the meaning and significance of levels of evidence of achievement of assessment LOs as per the assignment instructions;
- c. agree on interpretation of assessment marking rubric field descriptors; and
- d. outline 'best practice' strategies to guide students towards achievement of LOs and assessment LOs in class.
- e. Good practice: the Subject Coordinator works towards co-creation and peer review of class teaching activities with the teaching team. This is to ensure that such activities support student achievement of learning outcomes, as reflected in the marking rubric for each significant assessment.

e) Process followed to moderate assessment tasks with more than one marker

- i) All the markers for a specific subject will meet after the conclusion of the assessment period and prior to the marking process.
- ii) One or more of the markers will have completed provisional marking of several assessments;
- iii) A comparison of assessment practices will be made by all the markers and guidelines confirmed.
- iv) Markers may decide to:
 - (1) divide marking of particular portions of individual assessment, OR
 - (2) mark entire assessments proportionately;
- v) Where entire assessments are marked proportionately it may be deemed appropriate for markers to have a further moderation meeting on the conclusion of marking and prior to the publication of results. The purpose of such a meeting would be to:
 - a. compare final assessments between class groups; to ensure that the established guidelines were followed,
 - b. ensure that there was no disparity in marking between classes/cohorts.

It may be appropriate for some Assessment tasks which are brief in nature or more clearly subjective to be graded by multiple markers in viewing sessions. Moderation in that instance will occur during the grading process.

f) Process followed to internally moderate subjects with a single marker



The marker will have completed provisional marking of several assessments. Comparison of assessment practices will then be made with another faculty member to ensure that the level of assessment is deemed consistent, accurate, reliable and fair.

It may be deemed appropriate to have a further moderation meeting upon the conclusion of marking and prior to the publication of results. The purpose of such a meeting would be to:

- i) compare final assessments between cohorts;
- ii) ensure that the established guidelines are consistently applied;
- iii) ensure that there was no disparity in marking between class groups.

g) Review of Moderation

The Academic Director should review moderation processes in conjunction with the TLC.

- i) The Academic Director may recommend:
- ii) no change to current practice; that subjects undertake more or more stringent moderation;
- iii) recommend a review of the moderation practices used within specific subjects.

h) External Moderation and Validation of Assessments

All proposed assessments and assessment tasks for subjects under development will be referred to and approved by the TLC.

The TLC will ensure that proposed assessment tasks are suitable for particular subjects by making comparisons through a formal validation process, where possible, to:

- i) like subjects delivered at other tertiary institutions in Australia;
- ii) like subjects currently being delivered at AIT;
- iii) same subjects being delivered across AIT;
- iv) same subjects being delivered by other tertiary institutions.

The TLC will also seek input and advice from industry for the purposes of aligning learning outcomes (skills and knowledge) with industry needs and requirements (both current and future).

Additionally, external moderation ensures that:

- i) assessment tasks are clearly aligned with the stated learning outcomes for individual subjects or Units of Competency;
- ii) assessment processes are fair, reasonable, valid and reliable;
- iii) are appropriate; and
- iv) assessments have clearly defined tasks, criteria, requirements, and instructions for students and assessors/markers.

While external moderation may not be possible for every subject, the TLC



endeavours to ensure that periodic external moderation is undertaken. External moderation should be made for each subject not less than once every six taught terms.

The TLC is responsible for nurturing relationships with other tertiary providers to facilitate this process.

Section 3 – Examinations

1. Arriving and Leaving

- i) Late arriving students will NOT be allowed additional time. (Except in exceptional circumstances and where the Academic Director, or their delegate, has granted permission).
- ii) A candidate may NOT enter the examination room after fifteen (15) minutes from the commencement of writing.
- iii) No candidate will be permitted to leave the examination room until fifteen (15) minutes from the commencement of writing.
- iv) Candidates will not normally be allowed to leave and return to the examination room during the examination. The candidate will only be granted permission if they:
 - (1) Have a legitimate reason that could not be anticipated
 - (2) Do not leave within fifteen minutes from the commencement of writing.
 - (3) Do not leave the premises
 - (4) Are accompanied by an Invigilator or the 'Floater' assisting.

2. What is allowed in the room?

- i) Unless otherwise specified in the "Additional Material" section of the examination paper and/or as published on canvas, no bags, textbooks, notes, written materials or blank sheets of paper may be taken into examinations. (This material must be left at the front of the room or in an area specified by the Invigilator. An Invigilator is required to check the whole class before starting the examination).
- ii) Electronic dictionaries, translating devices or small portable handheld computers are not generally permissible for use during an examination. In some circumstances, the use of paper dictionaries may be allowed.
- iii) Mobile phones and other electronic devices that are potentially disruptive to the examination must not be brought to the examination room or should be switched completely off.
- iv) No food or beverage, other than plain water, may be taken into



the examination room. A bottle of plain water may be brought into the examination room. However, the bottle should have a screw cap or similar closure to avoid spillage and must not be kept on a desk.

3. During the Examination

- i) A candidate will be given ten (10) minutes reading time at the commencement of the examination, and ten (10) minutes warning before the end of the examination. Total examination times published to students will include these times.
- ii) During the reading time, students are only allowed to read the instructions and questions on the examination paper. Writing answers or other notes is not allowed during this time, and students must wait for the Invigilator's signal to begin answering the examination questions.
- iii) All examination question papers, booklets, written notes, and other materials must be handed in back at the end of the examination. Penalties will apply if the examination question paper, answer booklets or other examination material are removed from the examination room, even for a short period. (This will include loss of any marks for the work related to materials removed).
- iv) Students must have their student identification cards with them at all times during the examination and must display cards on their desk until the end of the examination and produce it when requested by supervising faculty. The Invigilator reserves the right to inspect all materials brought into the examination room by students.

4. Notifications

- i) Examination rules with subject specific instructions must be published at least one month prior to the date of the examination and may not be altered after that date. Examination rules must be readily available to the students.
- ii) Examination times must be published two weeks in advance of the examination.
- iii) Any changes to the specific conditions in this document must be approved by the Academic Director and students must be informed at least one month prior to the examination date.

5. Conduct

- i) Unless authorised by the invigilator, the following activities are strictly prohibited during the examination: talking, communication with other students, examining or copying another student's work.
- ii) Students may communicate with examination Invigilators but



must first indicate this by raising their hand for attention. But this should not include any explanations on the examination questions or possible answers. Voices must be kept at a low level.

- iii) At the end of the examination, students must remain seated to await Invigilator's instruction and to have their examination papers collected.

6. Seating

- i) Students must be seated as directed by the examination Invigilator.
- ii) Unless departing the examination room after concluding their examination and Invigilator making the official announcement of the examination being concluded, any student who wishes to leave their seat must first gain permission from an examination Invigilator.

7. Timing

- i) Examinations will be timed by, and will commence as directed by, the examination Invigilator.
- ii) Examinations will conclude after the stipulated length of time of the examination has been completed, as directed by the examination invigilator.

8. Additional Materials - Allowances to Examination Conditions

Examination conditions for specific subjects will allow varying levels of access to the internet and to Canvas class material. Allowances for examination conditions must be published to students. The specific level of access will be defined according to the list below, and must be clearly identified by examiner/ subject coordinator for each examination and accessible by students at least one calendar month prior to the examination:



Levels

Level	Allowed	Not Allowed unless specified for that subject
1	<ul style="list-style-type: none"> One (1) sheet of A4 paper. Notes may be written in advance on both sides Basic non-programmable Calculator Ruler 	<ul style="list-style-type: none"> Canvas Access Textbook(s) Internet Access Mobile Phone External Device connected via USB
2	<ul style="list-style-type: none"> One (1) sheet of A4 paper. Notes may be written in advance on both sides Basic non-programmable Calculator Ruler Canvas Access for examination contents only 	<ul style="list-style-type: none"> Canvas class notes or discussion contents Textbook(s) Internet Access Mobile Phone External Device connected via USB
3	<ul style="list-style-type: none"> One (1) sheet of A4 paper. Notes may be written in advance on both sides Basic non-programmable Calculator Ruler Canvas Access for class notes and examination contents 	<ul style="list-style-type: none"> Canvas discussion contents Textbook(s) Internet Access Mobile Phone External Device connected via USB
4	<ul style="list-style-type: none"> One (1) sheet of A4 paper. Notes may be written in advance on both sides Basic non-programmable Calculator Ruler Canvas Access for class notes and examination contents Canvas Access for class notes and examination contents Moderated Internet Access to specific websites – controlled by examination Invigilators 	<ul style="list-style-type: none"> Canvas discussion contents Textbook(s) Mobile Phone External Device connected via USB

9. Variations to these rules:

- i) Must be approved by the Academic Director
- ii) Not altered less than a month from the sitting of the examination
- iii) Clearly communicated to students including:
 - a. published on AIT's website and Learning Management Systems;
 - b. Links to this policy should include assessment and

examination guidelines and briefs

- c. Referenced in the Student Handbook.

10. Missed Examinations

- i) In certain circumstances (which are discussed below), students may be eligible to sit a supplementary examination.
- ii) Students who are sick, are ill, or are suddenly incapacitated and are unable to attend an examination must contact AIT and inform staff of their sickness prior to the scheduled commencement of the examination.
- iii) A medical certificate with a provider number, from a registered physician ONLY, must be obtained covering each day the student is absent including the date of the examination. The medical certificate must be presented within five (5) working days of returning to study for the student to be eligible for a supplementary examination.
- iv) Students who miss an examination due to sickness, illness, or incapacitation and who cannot provide a medical certificate or evidence of exceptional circumstances are not eligible for supplementary examination.
- v) Students who miss an examination due to sickness, illness, or incapacitation, who seek a supplementary examination must apply in writing to do so using the appropriate form from Student Services and must be submitted within five (5) working days of the original examination date.
- vi) Applications will be treated on a case-by-case basis and will be considered by the Academic Director.
- vii) Students who are unable to attend an examination due to matters beyond their control may be eligible to undertake a supplementary examination. Applications should be made using the appropriate form from Student Services and must be submitted within five (5) working days of the original examination date.
- viii) Appeals against denial of supplementary examination can be made in accordance with AIT's Grievances, Complaints, and Appeals Policy.

11. Running an Examination

- i) The examination timetable sets out who is either an Invigilator or a Floater during the examination period.
- ii) The Invigilator runs the examination in the room specified on the examination timetable.
- iii) Invigilators, and candidates may enter the examination room five (5) minutes before the commencement of their examination.

- iv) Invigilators must read examination rules and commence the reading time as soon as practicable after the published examination start time.
- v) Invigilators must advise candidates to read all instructions with care and at the beginning of an examination paper:
 - a. the number of questions to be answered
 - b. any compulsory questions
- vi) The Floater will help Invigilators to procure any materials or additional assistance and help at the start and the end of examinations as requested by the Invigilator.

12. Role and Responsibilities

Invigilators are responsible for ensuring that examinations are conducted in accordance with AIT's Rules and Policies as specified below:

- i) Preventing students from gaining an unfair advantage over other students by cheating
- ii) Performing all tasks in a fair, calm and responsible manner
- iii) Keeping all students in full view by regularly moving around the venue
- iv) Never leaving students unattended in a venue or allowing students to leave unaccompanied and return to complete the examination
- v) Minimise noise or distraction is disruptive to student concentration
- vi) Reporting unusual incidents accurately and comprehensively
- vii) Being well presented and appropriately attired
- viii) Submitting accurate information as required by the Examinations Section
- ix) Communicate and consult with the Examination Floater

Floaters are responsible for cooperating with the Invigilator and to:

- i) Accompany students on reasonable leaving from the venue
- ii) Coordinate with Invigilator and/or subject coordinator to solve an examination issue
- iii) Accommodate students who would need temporary reprieve such as a toilet break

13. Supplementary Examination

Students who:

- i) wish to take an examination early, or
- ii) are prevented from sitting for the examination because they are late, or
- iii) miss an examination without an evidence-based medical or sufficient compassionate reason, may apply to the Academic Director to sit the examination at another time.

The following conditions will apply:

- i) The grade for this assessment will be capped at 50%
- ii) There will be an administration charge of \$100.

Applications should be made using the appropriate form from Student Services and must be submitted prior to, or within five (5) working days of the original examination date.

The Academic Director will consider each case on its merits but is not obliged to allow the re-sit.

Appeals against denial of supplementary examination can be made in accordance with AIT's Grievances, Complaints, and Appeals Policy.

14. End of semester and examination period

Teachers and students, including those teachers who do not have to supervise examinations, must be available during the examination and review weeks in case there are questions about their assessment and further information is needed to judge the student's performance level and work.

Each subject requires a unique timetable during the examination period and no regular classes are run during this period of the term. Assessment items such as written examinations, practical examinations (in computer labs), or presentations, are scheduled by the academic staff member responsible. Teachers need to inform and liaise with the Student Services Manager regarding which type of assessment they need scheduled, and any special requirements they may have.

Examinations must be listed in the subject syllabus prior to the start of term as one of the assessments. They cannot be arranged during a term and must be approved by the Course Coordinator and Academic Director through the TLC.

Section 4 - Reference and Supporting Information

1. Publication

This procedure is published on AIT's website and LMS to ensure students have up-to-date and accurate information publicly available to them.

2. Supporting Documentation

Document name	Document type	Location
Academic Appeals	Policy	Internal
Academic Integrity	Guideline	Internal
Academic Integrity	Policy	Internal
Academic Integrity	Procedure	Internal
Academic Progression	Policy	Internal
Academic Total Quality Management	Policy	Internal
Award Eligibility and Graduation	Policy	Internal
Award Eligibility and Graduation	Procedure	Internal
Examination Policy	Policy & Procedure	Internal
Feedback	Guideline	Internal
Late Submission	Policy	Internal
Academic Staff	Handbook	Internal
Higher Education Standards Framework (Threshold Standards) 2021 <ul style="list-style-type: none"> Standard 1, clause 1.4 Learning Outcomes and Assessment, sub-clauses 3 and 4 Standard 3, clause 3.1 Course Design, sub-clause 1e Standard 5, clause 5.3 Monitoring, Review and Improvement, sub-clause 2 	Framework	External
Under 18 Years Student Management and Supervision Procedure	Procedure	Internal
U18 International Students Guideline	Procedural Guide	Internal
National Code 2018	Govt Standards	External
Standards for Registered Training Organisations (RTOs) 2015 Standard 1 Training and Assessment, clause 1.6 - Industry Relevance & clauses 1.8, 1.9, 1.10, 1.11 - Assessment	Framework	External
Broadcasting Services Act 1999	Legislation	External

Chakraborty, S., Dann, C., Mandal, A., Dann, B., Paul, M., and Hafeez-Baig, A. (2021). Effects of rubric quality on marker variation in higher education. <i>Studies in Educational Evaluation</i> 70: 1—12. doi: https://doi.org/10.1016/j.stueduc.2021.100997	Policy Guide	External
Ragupathi, K. & Lee, A. (2020). Beyond Fairness and Consistency in Grading: The Role of Rubrics in Higher Education. 10.1007/978-981-15-1628-3_3. https://link.springer.com/chapter/10.1007/978-981-15-1628-3_3 .	Policy Guide	External

3. Change History

Version	Approval date	Approved by	Change
V1.0	November 2014	Group Manager, Group Accreditation & Compliance	Development of Group Policy replacing existing entity level policies
		General Manager, Technology & Design Division	
V1.1	20 July 2019	Compliance Manager, Group Accreditation & Compliance	Update to align with regulatory and legislative changes and internal processes
		General Manager, Technology & Design Division	
V1.2	18 October 2019	Group Manager, Group Accreditation & Compliance	Update to new template
		General Manager, Technology & Design Division	
V2.0	31 August 2022	Chief Executive Officer	Update of Moderation Process, Academic Integrity, Special Consideration Definition; inclusion of examination content; Update to new iCollege template
V2.1	16 March 2023	Chief Executive Officer	Update scope to AIT; Update to new AIT template
V2.2	26 April 2024	Executive General Manager, Group Accreditation, Quality	Updates to Artificial intelligence, When will students be assessed, How Students will be

		& Compliance	Assessed, Authenticity and Risk mitigation, Assessment Design and Development, Assessment tasks
		General Manager, Technology & Design Division	
V2.3	17 September 2025	General Manager, Group Accreditation, Quality & Compliance	Update to include reference to 'Greenwich Higher Education'
		General Manager, Technology & Design Division	

