

Assessment Policy

Scope

This policy applies to all students enrolled in Award and Non-Award Courses at Kaplan Business School Pty Ltd (Kaplan), and to all Kaplan staff and contractors responsible for designing, delivering, or supporting the Assessment of student learning. It covers Assessments conducted under the Australian Qualifications Framework (AQF), Higher Education Standards Framework (Threshold Standards) 2021, the ELICOS Standards 2018 and other applicable legislative or regulatory frameworks.

Purpose

The purpose of this policy is to:

- outline the principles guiding the design, development and implementation of Assessment across Kaplan's Award and Non-Award Courses.
- define the responsibilities of Kaplan staff and students in relation to Assessment.
- describe the rules, procedures, and regulatory requirements that govern Assessment practices.

Definition

AQF	means the criteria required to demonstrate the achievement of a qualification as per the Australian Qualifications Framework (AQF). For example, Level 7 = bachelor's degree, Level 9 = master's degree.
Assessment	means the systematic process for facilitating and evaluating student learning. The process includes the design, development and implementation of Assessment tasks, and the evaluation and reporting of student performance. The purpose of Assessment is both to facilitate and certify the achievement of specified learning outcomes. Assessment is integral to the curriculum as it drives approaches to student learning and achievement.
Award Course	means Courses that are AQF qualifications, specifically diplomas, associate degrees, bachelor's degrees, graduate certificates, graduate diplomas or master's degrees at Kaplan.
Common European Framework of Reference for Languages Scale (CEFR)	means the international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. CEFR level is provided on the certificate of achievement for ELICOS Courses.
Country Education Profiles (CEP)	means the online recognition tool providing guidance on the comparability of overseas qualifications to qualifications on the AQF, lists of recognised institutions and information about education systems for 127 countries.
Course	means a sequence of Subjects required to achieve stated learning outcomes.
ELICOS	means the English Language Intensive Courses for Overseas Students framework.
English for Academic Purposes (EAP)	means a type of Non-Award ELICOS Course designed to develop academic English skills required for successful participation in Award Courses. Kaplan's EAP Courses are registered and comply with the ELICOS 2018 Standards.
International English Language Testing System (IELTS)	means the international standardised test of English language proficiency designed for speakers of English as a second or additional language. The test assesses four sub-skills (reading, writing, listening, and speaking) using band scales from 0 (did not attempt the test) to 9 (expert user).

Internet-based Test of English as a Foreign Language (TOEFL iBT)	means the standardised test of English language proficiency designed to measure the English skills of speakers of English as a second or additional language. The test assesses four skills (reading, writing, listening, and speaking) using score scales with four or five proficiency levels per skill.
International Student	means a student who is not an Australian citizen, permanent resident of Australia or New Zealand citizen, regardless of visa type. This includes but is not limited to, students holding a student visa, temporary visa, bridging visa, or any other type of visa that permits study in Australia.
Kaplan Test of English (KTE)	means the cloud-based, adaptive English language Assessment system, grounded in evidence-based learning and Assessment principles.
Non-Award Course	means Courses that are non-AQF qualifications at KBS. Examples of Non-Award Courses at KBS include English for Academic Purposes (EAP) Courses, Non-Award Single Subject Enrolment, and the Study Abroad Program.
Study Period	means a discrete period of study within a Course, namely term, trimester, short Course of similar or lesser duration, or as otherwise defined by the registered provider as long as that period does not exceed six months.
Subject	means a unit of study that a student enrolls in as part of their Course.

Assessment Principles

Quality in Assessment practices will ensure that appropriate standards and rigour exist in all Subjects and Courses. Assessment is dependent on the proper exercise of professional judgement on the part of assessors, ad-hoc and scheduled checks as well as proper moderation to test that good learning is being professionally assessed and occurring. Kaplan will take measures to uphold academic integrity and verify the authenticity of student submissions.

The following information provides details of the principles that shape Assessment design, development and implementation.

Assessment Design and Development Standards

The following standards underpin the design and development of Assessment strategies:

1. Assessment will comply with the principles of fairness, relevance, consistency, equity, validity, reliability, flexibility, authenticity and sufficiency.
2. Assessment will involve the evaluation of sufficient evidence to enable evaluations to be made about whether the Subject learning outcomes and related Course learning outcomes have been achieved.
3. Assessment will focus on the application of knowledge and skill to the standard of performance required in the workplace or pre-defined levels of achievement and will be aligned with the generic attributes of a graduate.
4. Assessments will comply with the Assessment requirements specified by the AQF and ELICOS Standards 2018, lead to the issuing of an Award or Non-Award and must be completed in English.
5. Final Assessment results for Award Courses will be validated by the Grade Ratification and Assessment Committee.

Assessment results for the ELICOS Courses will be validated and moderated by ELICOS managers and teachers.

6. Students will be provided with information about the Assessment process, the context and purpose of the Assessment tasks, the penalties for late submission and the procedures for reassessment and appeals of Assessment results, at the beginning of each Study Period.

7. Graded formative Assessment in the Award Courses in accordance with Table 2(a) will be used to provide students with progressive feedback on their learning to enable improved performance on current or subsequent tasks. Results are normally available between two to four weeks after the formative Assessment event due date. Final results are generally available four weeks after the final Assessment event due date.

Formative Assessment in the ELICOS Courses will be used to support planning, diagnostic purposes, and to provide students with feedback about their learning progress. This will be facilitated through on arrival diagnostic testing, mock tests and draft submission processes, individual learning reports and one-on-one meetings between teachers and students.

8. Graded summative Assessment in accordance with Tables 2(a) and 2(b)(i) will be used to determine a student's level of knowledge and skill progressively and at the conclusion of a Subject. It certifies the attainment of a standard and is used as the basis for progression in a Course.

ELICOS students are assessed every 5 weeks in each level to monitor their progression to a higher level. Towards the last level, they are given an exit test which will be compared to the results of their entry test and 5-weekly Assessments to ensure their proficiency and originality of their work. They are expected to exit their level in accordance with Table 2(b)(ii).

9. First-year undergraduate Award students will have an Assessment scheduled in the first four weeks of the Study Period. Only via approval from an Academic Director or the Academic Dean can the first Assessment for these students be extended to Week 5 of the Study Period.
10. Generative artificial intelligence (AI) and other advanced technologies may be utilised in the design and/or grading of assessments to enhance consistency, quality and innovation. The output produced by such technologies, including any determination of academic outcomes, will always be reviewed and approved by a qualified academic before being presented to students. This ensures that all assessment tasks and grading decisions meet Kaplan's academic standards and uphold the integrity of the learning experience.

Assessment Instruments

Assessment instruments, which may include in-class tests, written papers, presentations, active participation, quizzes, simulations, journals, group work, discussion forum contributions, in-class discussions, homework assignments, and speaking and listening tests, etc., will be designed and developed:

- to reflect the integration and application of skills, knowledge and attitudes required for the learning outcomes being assessed.
- to ensure that students have an equitable opportunity to demonstrate their level of achievement in relation to the purpose of the Subject or Course.
- to make certain Kaplan's graduate attributes are addressed comprehensively across the collective set of Assessments for each Course.
- to ensure they are fit for purpose for the Course level and mapped to the correct learning outcomes and AQF or CEFR standards as applicable.

Assessment Events

The following principles apply to Assessment events for Award Courses:

- Each Subject will contain at least three Assessment events designed and conducted in a manner appropriate to the Subject and student cohort.
- Each Assessment event should have a value of no more than 40%.
- In the first Subjects of a Course, early Assessment events should be used as a basis for the development of early intervention programs such as making certain the first Assessment event is scheduled no later than Week 5.
- If the provision of feedback to students following the marking of an Assessment occurs with less than one week remaining prior to the due date of the next Assessment, an extension must be granted for that

subsequent Assessment in accordance with this principle.

Variations to this general pattern may be approved by the Teaching and Learning Committee, the Grade Ratification and Assessment Committee, or the Academic Directors and Academic Dean as required to ensure that Assessment events are appropriate to the Subject learning outcomes, and to make certain they comply with the requirements of professional bodies, where applicable. All changes to Assessments are recorded on each discipline's Teaching & Learning Register which is subsequently reviewed by the Teaching & Learning Committee for endorsement. The updated version of any given Assessment is only ever activated for students in the subsequent Study Period.

Assignments

Where an assignment has been used in Assessment, it should:

- stimulate the student's interest in the Subject.
- demonstrate the level of the student's understanding of the Subject content.
- establish a correlation between theories, practice and the student's experiences.

Examinations, tests and quizzes

Consequential final examinations (such as hurdle Assessments) are discouraged at Kaplan due to a preference for Assessment methods that more closely resemble the work expected by employers of graduates upon commencement of their employment. In contrast, less-consequential tests and quizzes throughout the Study Period are not discouraged. These will vary in length and type and may be a combination of short answer or essay type questions, or multiple-choice questions. No such Assessment will be longer than three hours.

Final grades are awarded in accordance with Kaplan's standardised grading systems. When marking, the assessor will consider the following:

- relevance of the answer to the question or task
- logical planning and sequence
- overall presentation, including correct grammar, spelling, syntax and punctuation
- comprehensive coverage reflecting mastery of the readings and associated learning material
- demonstrated capacity to relate theory to practice

Assessment Criteria and Marking

Marking an Assessment will be conducted in accordance with the marking rubrics, which are provided at the beginning of the Study Period in the Assessment outlines available in the learning management system (LMS). Kaplan uses a criterion-based approach to Assessment where students are assessed against a pre-determined set of criteria.

To limit variances in the marking of qualitative Assessments that emerge due to the subjective nature of their design, every Kaplan discipline must perform periodic grade calibration exercises with their teaching staff. These are supplemented by thorough cohort-based analyses and grade moderation practices that additionally serve as quality assurance measures in the fair and equitable Assessment of students.

Feedback to Students

Constructive feedback is provided to students in a timely manner throughout the Study Period and Assessment process. Methods of providing feedback in the formative stages of learning may include:

- self-Assessment exercises and learning activities throughout the Subject and Course material
- summaries that check a student's progress
- individual feedback on a student's Assessment
- modified answer guides provided to students in the form of a summary sheet
- one-on-one sessions with students and teachers about their Course progress

Feedback following summative Assessment must provide students with sufficient information to act on any identified competency or learning gaps.

Student Learning Support

Strategies to support students through their learning and Assessment are essential. Some of the methods available to students, depending on the Course they are enrolled in, may include:

- access to staff through consultations, discussion forums and other online and on-campus avenues
- online and on-campus study environments that provide a range of resources and information to assist students in their studies (e.g., case studies, websites, library resources, databases)
- opportunities to practice and acquire skills and knowledge via self-Assessment items and other resources
- support staff who can assist students with specific study needs such as special consideration applications, reasonable adjustments and coaching on numeracy and/or English

Academic Success and Early Intervention

Award Course students enrolled in designated first-year Subjects are supported with Assessments that are both formative and developmental to build students' skills and confidence. As such, Kaplan will endeavour to:

- make special provision for students in their first year of study to assist them to negotiate successfully the expectations underpinning any Assessment task
- make use of academic learning advisors in teaching students effective and productive approaches in their completion of Assessment tasks
- monitor the Assessment performance of first-year students as a means of ensuring early intervention in cases where academic progress is not consistent with Course expectations
- identify levels of progression in Subjects and levels of attrition in Courses and implement specific practices to increase progression in those Subjects and reduce attrition in those Courses
- offer support to any students on any key Assessment task that has been given an initial grade of 'fail'

ELICOS students are provided with regular feedback on Assessments and in-class participation as well as one-on-one sessions to discuss their Course progress, including information about their language skills, strengths, areas for improvement and suggestions for additional self-study. For students identified as at risk, an academic intervention meeting will be held with either the teacher or head teacher, and an individualised learning plan may be developed to support and monitor the student's progress.

Students with Special Needs or Circumstances

Students with special needs such as a disability, medical condition or compassionate circumstances can access additional support for Assessments. More information can be found on the KBS website (<https://www.kbs.edu.au>) regarding:

- Special Consideration
- Reasonable Adjustments
- Diversity, Inclusion and Equity

Rights and Responsibilities

Students have the right to:

- be informed of all aspects of Assessment policies and practices.
- consistent application of policies and practices.
- the timely return of their results.
- sufficient feedback that aids their clarity and strengthens their understanding.
- information which allows them to calibrate their performance against the criteria for each Subject.
- review their Assessment papers for the duration of the Assessment retention period.
- have access to their student file and any other documents relating to the Assessment.
- appeal against academic decisions during the appeal period.

Students have the responsibility to:

- behave ethically and appropriately and to avoid any action or behaviour which may unfairly disadvantage or advantage another student or put Kaplan at risk.
- be aware of the rules of progression for each Subject and Course and the requirements for the Award.
- be aware of, and abide by, any policies on the Kaplan website (including those that pertain to Assessment, progression, academic integrity and conduct as well as complaints and appeals).
- be aware of the means for seeking assistance within Kaplan and to notify their teacher as early as possible if difficulties arise with the timing or other requirements of Assessment tasks.
- submit Assessment items in English and on time.
- communicate with Kaplan regarding any absence and be aware of the appropriate use of medical and other certificates in applications for special consideration.

Kaplan has a responsibility to ensure that:

- all policies are explicit and consistently applied.
- Assessment practices, such as those contained in the Course or Subject outlines and especially those specified in the Assessment briefs, are explicit, fair, transparent and consistent across the institution and are available to staff and students.
- information on Assessment type, weighting and due date is available to students at the beginning of each Study Period.
- resources and professional development opportunities are available to provide staff with access to information and expertise on the theory and practice of Assessment.
- formative and summative feedback is available to students in a timely manner.
- Assessment tasks reflect the relevant learning outcomes of the Subject, the outcomes of the Course and the generic attributes of graduates, as aligned to the level of the associated Award or Non-Award Course.
- summative Assessment results are held for a minimum of 12 months from the date a student ceases to be enrolled with Kaplan.
- any scaling or adjusting of marks is undertaken in tightly controlled and documented moderation processes to ensure students across all campuses are assessed equitably.
- students' privacy is maintained in relation to any matters relating to Assessment and applied as per Kaplan's *Privacy Policy*.

Assessment Procedures, Rules and Regulations

Assignment Submissions

Assignments must be submitted in accordance with the instructions provided at the beginning of the Study Period. Assignments that are submitted on time will be marked and graded according to the marking rubrics.

Late Submission of Assignments

Penalties will be imposed on late assignment submissions in accordance with Table 1 unless approval in advance has been granted.

Table 1: Late Assignment Submission Penalties

Number of days late	Penalty
1* - 9 days	5% per day for each calendar day late deducted from the total marks available.
10 - 14 days	50% deducted from the total marks available.
After 14 days	Assignments submitted more than 14 calendar days after the due date will not be accepted and the student will receive a mark of zero for the assignment(s) unless special consideration, reasonable adjustment or an alternative factor related to compassionate circumstances is approved and applied.

**Assignments submitted at any stage within the first 24 hours after the deadline will be considered to be one day late and therefore subject to the associated penalty.*

Schedules, Rules and Regulations

Invigilated Assessments are held in accordance with the timetable which also outlines the expectations and rules students are required to abide by.

No student will be required to sit more than two invigilated Assessments in one day. Details of the Assessment due dates for a Subject are made available to students at the beginning of the Study Period.

Pass Requirements

Award students must achieve a combined result from all Assessment events of at least 50% to pass the Subject. If an Award student fails an individual piece of Assessment, the student will be eligible to continue in the Subject and attain a pass in the Subject provided the combined result from all Assessment events in the Subject is 50% or above.

If an Award student does not pass a core Subject, the student will be required to repeat the Subject as per the scheduled delivery of the Course including all Assessment items and the payment of any associated fees.

Review of Assessment

Policies and procedures are implemented for dealing with queries that students may have about the marking of their Assessments and any grievances and/or appeals that may result following this query.

In the first instance, students should contact their teacher if they believe that there has been:

- a calculation error in the totalling of marks for an Assessment
- questions, or parts of questions, that have not been marked in an Assessment
- little or no feedback provided on the assignment (no feedback is provided for final exams)

Kaplan will then undertake a review of the calculations or arrange for more comprehensive feedback regarding the marks awarded. There is no fee for this service.

In Award Courses, where a student believes their Assessment has been marked incorrectly for reasons other than those listed above, they may apply to have that Assessment re-marked once only. A fee for this service will apply. The student will be eligible for a refund of the fee if the Assessment mark is revised up. If the Assessment mark remains the same or is revised down, the student will not be eligible for a refund.

The re-mark process is as follows:

- The student must meet with the Student Experience Team before raising an “Assessment re-mark” Request on Kaplink within five working days of the release of the Assessment results. The student can only submit the Request after viewing the Assessment in question.
- Kaplan will arrange for an independent marker to re-mark the original Assessment submitted.
 - If the original marking is accurate, the original mark allocation will stand, and the student will be informed of the re-mark outcome within 10 working days of the Request being received.
 - If the original marking did not accurately reflect the result of the Assessment, the result will be amended. The amended mark (higher or lower) will be recorded as the final result for that Assessment. The student will be advised of the amended mark within 10 working days of the Request being received.
 - Where the original Assessment is a 100% multiple-choice examination, the computer answer sheet will be manually re-marked.
- Students who wish to lodge a grievance about the re-mark process (not the academic judgement used in re-marking their Assessment item) should refer to the [Grievances, Complaints and Appeals Policy](#)

Internal Results Moderation and Grade Ratification

The Grade Ratification and Assessment Committee for the Award Courses is a sub-committee of the Academic Board. The panel of internal professionals for the ELICOS Courses is not a sub-committee of the Academic Board. Both the Committee and panel ensure that Kaplan has adequate academic and operational procedures in place for the development and facilitation of Assessment procedures. Following completion of marking, and prior to their release, final results for each Subject or Course are reviewed accordingly by the Committee and panel. For Award Courses, the Committee will compare the results with previous equivalent Subject results (including the mean and pass rate) or previous equivalent Assessment results (including both the entry and exit levels) and may accept the results, order a review, or appropriately scale the Assessment marks.

Provision of Assessment Results

To ensure student confidentiality and compliance with privacy legislation, Assessment results will not be released over the telephone, by email or to another party without the student's written permission in accordance with the [Privacy Policy](#).

Assessment Results

Subject results on Award student records and transcripts for the Award Courses will be recorded as grades and reported as follows:

Table 2(a): Assessment Grades – Award Courses

Mark	Grade	Standards
85 - 100	High Distinction (HD)	The student is above the specified learning requirements for a Distinction grade and demonstrates exceptional research skills and an exceptional ability to synthesise, evaluate and integrate knowledge and to demonstrate originality.
75 - 84	Distinction (D)	The student is above the specified learning requirements for a Credit grade and demonstrates distinctive research skills and a distinctive ability to synthesise, evaluate and integrate knowledge and to demonstrate originality.
65 - 74	Credit (C)	The student is above the specified learning requirements for a Pass grade, has very good research skills, and has the ability to analyse and apply skills and concepts. The student has some ability to synthesise, evaluate and integrate knowledge and to demonstrate originality.
50 - 64	Pass (P)	Learning requirements have been met at a basic, satisfactory or competent level. The student work is of sufficient quality to enable them to progress further in their studies.
0 - 49	Fail (F)	Learning requirements specified in the Subject Outline have not been met. This result also applies where a student is awarded a fail in a Subject as a result of misconduct.
	Absent Fail (AF)	Indicates that a student did not submit or sit any Assessment events for a Subject and that the student did not formally withdraw from the Subject.
	Incomplete (I)	Indicates that a student has not had a final grade determined because they have not completed all Assessment tasks and have been granted an extension of time, have been granted a Supplementary Examination or additional Assessment, or have an Assessment under investigation for possible academic misconduct. The grade is temporary and must be finalised before the end of the following Study Period.
	Withdrawn No Fail (WNF)	Indicates that a student has formally notified Kaplan of their withdrawal from a Subject prior to the census date**.
	Withdrawn Fail (WF)	Indicates that a student has formally notified Kaplan of their withdrawal from a Subject after the census date and prior to the final day of teaching.
	Withdrawn Medical (WM)	Indicates that a student has formally notified Kaplan of their withdrawal due to medical issues.
	Exempt (E)	Indicates that a student has achieved an exemption for the Subject via the Recognition of Prior Learning process.

**** Census date may vary. Please check relevant website for more details or contact Kaplan Business School.**

Assessment results determining the expected exit levels and on Non-Award student certificate of achievement for the ELICOS Courses will be recorded as levels and reported as follows:

Table 2(b): Assessment Levels – ELICOS Courses

(i) Common European Framework of Reference for Languages			
Elementary CEFR A1	Listening / Speaking Can understand simple instructions and can participate in basic, factual conversations on predictable topics.	Reading Can understand basic written information using limited vocabulary.	Writing Can make simple sentences and phrases.
Lower Intermediate CEFR A2	Listening / Speaking Can understand and express simple opinions, instructions and needs in a familiar context.	Reading Can understand clear, simple texts using basic vocabulary.	Writing Can write simple sentences and texts conveying personal information.
Intermediate CEFR B1	Listening / Speaking Can understand and express information and opinions on familiar topics; can follow and engage in simple, everyday conversations.	Reading Can understand clear, simple texts and can understand relatively complex vocabulary from context.	Writing Can write simple texts on familiar topics or predictable matters.
Higher Intermediate CEFR B2	Listening / Speaking Can understand or discuss familiar and some specialised topics with limited fluency.	Reading Can understand general information and specific details in a range of texts and genres, determining some unknown vocabulary from	Writing Can write clear, detailed paragraphs and other texts on general knowledge topics.
Advanced CEFR C1	Listening / Speaking Can understand and discuss or argue familiar topics, as well as cope with less familiar ones, with moderate fluency.	Reading Can understand a range of texts and genres, especially within one's area of experience; can understand unfamiliar vocabulary from context.	Writing Can write well-developed essays and texts within one's area of experience, displaying a range of vocabulary and sentence structure.
Proficiency CEFR C2	Listening / Speaking Can understand and discuss or argue complex issues with near-native fluency.	Reading Can quickly and accurately understand a wide range of general and specialised authentic texts, determining unfamiliar vocabulary from context.	Writing Can write well-developed essays and texts, accurately using a broad range of vocabulary, sentence structure, and punctuation.
(ii) Expected Exit Levels (vary depending on students' study duration)			
Courses	KTE	IELTS	TOEFL (iBT)
English for Academic Purposes (Intermediate to Upper Intermediate)	425 – 499	5.5 – 7.0	46 – 74

Viewing Assessment Papers

Students may view their marked Assessment papers under supervision up to four weeks after the results have been released. Requests to view these documents should be made separately in writing to Student Services within five working days of the release of results. Students **must not** copy the documents or remove them from the premises.

Relevant Legislation

As a registered education provider, Kaplan operates under strict laws and regulations. Policies and procedures are in place to ensure compliance with the legislative instruments referenced below:

- Australian Qualifications Framework
- Common European Framework of Reference for Languages
- Education Services for Overseas Students Act 2000 (ESOS Act)
- Education Services for Overseas Students Regulations 2019
- ELICOS Standards 2018
- Higher Education Standards Framework 2021 (Threshold Standards)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)

Related Policies and Documents

This policy should be read in conjunction with the following:

- Academic Integrity and Misconduct Policy
- Academic Quality and Governance Framework
- Academic Success Policy
- Attendance Policy
- Course and Subject Development and Review Policy
- Diversity, Inclusion and Equity Policy
- ELICOS Course Attendance Monitoring and Intervention Policy
- Grievances, Complaints and Appeals Policy
- Learning Resources and Facilities Policy
- Privacy Policy
- Reasonable Adjustment Guidelines
- Special Considerations Guidelines
- Student Record Management Policy
- Support for Students Policy

Version Control and Accountable Officer(s)

It is the joint responsibility of the Responsible Officer and Implementation Officer(s) to ensure compliance with this policy.

Policy Category	Academic			
Responsible Officer	Vice President, Academic			
Implementation Officer(s)	Academic Dean			
Review Date	June 2028			
Approved by				
KBS Academic Board				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
5.3	Quality, Regulations and Standards Team	<ul style="list-style-type: none">• Updated to reflect test name change from Kaplan International Tools for English (KITE) to Kaplan Test of English (KTE).• Minor formatting changes.	22.02.2024	15.03.2024
5.4	Quality, Regulations and Standards Team	<ul style="list-style-type: none">• Inclusion of Withdrawn Medical (WM) as an Award Course Assessment Grade.• Clarification that all assessments, including drafts, must be written in English	29.11.2024	30.11.2024
6.0	Quality, Regulations and Standards Team	<ul style="list-style-type: none">• Scope and purpose updated• Definitions refined and expanded• Academic integrity reference added to align with Academic Integrity and Misconduct Policy• Assessment instrument standards clarified• TOEFL iBT exit score range updated• ELICOS assessment, moderation and at risk support revised to reflect updated practices and current practices• Minor editing and formatting changes.	18.06.2025	25.06.2025