

# Assessment Policy

## Scope

This policy is applicable to Kaplan Business School (KBS) Pty Ltd.

## Purpose

The purpose of the Assessment Policy is to:

- outline the principles that underpin the approach to the development and implementation of assessments for Kaplan Business School courses
- establish the responsibilities and obligations of Kaplan Business School and their students in relation to assessments
- set out the procedures, rules and regulations governing assessments

## The Assessment Process

Quality in assessment practices will ensure that appropriate standards exist in all subjects and courses. Assessment is dependent on the proper exercise of professional judgement by assessors, and proper moderation to test that good learning is being professionally assessed and occurring. Kaplan Business School is committed to a continual process of evaluation of its faculty and to their professional development.

The following information provides details of the stages in the assessment process. These stages are provided to facilitate the design, development and implementation of assessment.

## Designing the assessment

### *Assessment standards*

The following standards underpin the development of assessment strategies:

1. Assessment will comply with the principles of fairness, equity, validity, reliability, flexibility, authenticity and sufficiency.
2. Assessment will involve the evaluation of sufficient evidence to enable judgments to be made about whether the subject learning outcomes and related course outcomes have been achieved.
3. Assessment will focus on the application of knowledge and skill to the standard of performance required in the workplace and will be aligned with the expected attributes of a graduate.
4. Assessment will comply with the assessment requirements specified in the AQF guidelines and will lead to the issuing of a qualification to be completed in English.
5. Final assessment results will be validated by the Grade Ratification and Assessment Committee.
6. Students will be provided with information about the assessment process, the context and purpose of assessment tasks, the penalties for late submission and the procedures for re-assessment and appeals of assessment results, at the beginning of each teaching period in the subject outline.
7. Formative assessment will be used to provide students with progressive feedback on their learning to enable improved performance on current or subsequent tasks.
8. Summative assessment 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.
9. The assessment process will provide for credit transfer, recognition of prior learning and recognition of professional and, where applicable, workplace experience.

### *Assessment events*

The following principles apply to assessment events:

- each subject will contain at least two assessment events constructed in a form and conducted in a manner appropriate to the subject and student cohort.

- for certain subjects, an invigilated exam must form 50% of the total assessment to meet professional accreditation requirements.
- each assessment event should have a value of no more than 60% or no less than 10% of the total assessment-weighting requirement.
- in the first subjects of a course, early assessment events should be used as a basis for the development of early intervention programs.

Variations to this general pattern may be approved by the Grade Ratification and Assessment Committee as required to ensure that assessment events are appropriate to the subject and the learning outcomes.

### **Assessment instruments**

Assessment instruments, which may include examinations, in-class tests, written papers, presentations, participation, wikis, quizzes, simulations, journals, group work, discussion forum presentations 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
- to ensure they are appropriate for the Australian Qualifications Framework (AQF) level of the course.

## **Conducting the assessment**

### **Supporting the student**

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

- access to staff through discussion forums and other online formats
- online study environments that provide a range of resources and information to assist students in their studies (e.g. case studies, websites, library resources, databases)
- opportunity to practice and acquire skills and knowledge through self-assessment items and other resources
- Support staff who can assist students with specific study needs such as special consideration, reasonable adjustment, basic literacy, numeracy or English.

## **Assignments**

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

- Stimulate the student's interests in the subject
- Gauge the student's level of understanding of the subject contents
- Nurture the student's analytical and strategic planning skills as well as writing skills
- Establish a correlation between theories, practice, and the student's experiences

Accordingly, a passing grade assignment will:

- Demonstrate an understanding of the content of the subject by succinctly defining and illustrating the theories, concepts and principles described in the subject
- Cite reading materials, books, periodicals, essays, and figures of authority to support the conclusions reached
- Apply the learned knowledge within the subject to demonstrate mastery of the main concepts and ideas and capacity for in-depth analysis
- Illustrate that the student has engaged with the content

A higher mark will be awarded to assignments that meet the relevant standard as described in Table 2, and more specifically will demonstrate the student's ability to relate to, as well as apply their knowledge and

concepts learned, rather than simply answering in a way that regurgitates materials from the textbooks. These higher-level assignments will demonstrate originality, creativity and innovative capacities.

### **Assignment Submission**

Assignments must be submitted in accordance with the instructions provided with the assignment.

Assignments that are submitted on time will be marked and graded according to the grading system.

### **Late submission of assignments**

Penalties will be imposed on late assignment submissions (excluding online practice sets and some other forms of assessment) in accordance with Table 1 unless approval in advance has been granted.

Online practice sets and some other forms of assessment cannot be submitted or changed after the due date. Please refer to the unit outline for the subject for further details.

**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 that are 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).
Note	Notwithstanding the above penalty rules, assignments will also be given a mark of zero if they are submitted after assignments have been returned to students.

\*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.

## **Examinations**

Examinations will vary in length and type may be a combination of short answer or essay type questions, or multiple choice questions. No examination will be longer than 3 hours.

Final grades are awarded in accordance with the standardised grading systems. In marking examinations, the assessor will consider the following:

- Relevance of the answer to the question or task set
- Logical planning and sequence
- Overall presentation, including correct grammar, spelling and punctuation
- Comprehensive coverage reflecting mastery of set readings and text
- Demonstrated capacity to relate theory to practice

The mark awarded will be guided by and reflect specific application of the standards in Table 2.

### **Date, Time & Place of Examination**

Examinations are held in accordance with the exam timetable. Assessments are scheduled to ensure that a student's academic demands are taken into consideration. No student will be required to sit more than two examinations in one day. Details of the assessment due dates for a subject are available prior to enrolment with specific dates made known to students at the beginning of the trimester.

### **Examination rules and regulations**

Students are required to abide by the Examination Rules and Regulations. These are:

- Students should arrive at the examination venue at least 10 minutes before the commencement of reading time, as all examinations will begin on time.
- Where provided students should find their name/seat number on the examination list and then proceed to their assigned seat. If no list is present, students should find a vacant seat.
- Silence is to be observed as soon as students enter the examination venue. If students need to speak to an invigilator, they should raise their hand.
- No one is to be admitted to the examination room after the first 20 minutes. There will be no provision made for students who miss the examination to re-sit the examination, unless the student is eligible for an exam on grounds of special consideration
- The first 10 minutes of the examination is reading time. The students are not allowed to write during the reading time.
- Students are not permitted to leave the examination room during the first 20 minutes or during the last 10 minutes of an examination.
- No extra time will be given to students who are late, regardless of the reason.
- Students are allowed temporary leave of absence from the examination room at the discretion of the supervisor for a visit to the toilet or due to illness.
- Material that is permitted for use during the examination will be specified on the examination timetable and on the cover of the examination paper.
- Calculators are allowed in an examination only if specified as permitted material. Students are to clear the memories of programmable calculators and remove them from calculator cases before taking them into the examination room.
- No electronic devices such as mobile phones, laptops, MP3 players, handheld computers or dictionaries are permitted in the examination room unless otherwise specified. Paper dictionaries are permissible at the approval of the invigilator.
- Students are permitted to take pens, pencils and erasers into the examination room. Pencil cases must be placed underneath the desk.
- There is to be no lending or sharing of equipment among students.
- Students are permitted to take purses and wallets into the examination room and must place them under the desk or in their bags. Bags must be placed in the areas provided at the rear or sides of the examination room.
- Food and beverages are not to be taken in the examination venue except for items such as medication, glucose sweets and water.
- The wearing of hats or other headgear is not allowed during examinations unless authorised.
- Students are not permitted to bring scrap paper into an examination. All rough workings are to be done on the blank sides in the script books provided.
- Students are not permitted to remove the exam papers, booklets, scrap paper, or other items that may be deemed to put the examination or future examinations at risk from the examination room.
- External invigilators may be employed at exam venues to manage the examination. Information on the administration of these events will be provided to invigilators at these venues.
- Appropriate strategies are employed to ensure that examination papers are kept secure at all times.

## **Students with special needs or circumstances**

Support is provided for students with a range of needs. These are outlined below.

### ***Reasonable adjustment***

Reasonable adjustment is the process used to ensure that a student with documented special needs is still able to attempt the assessment requirements of a subject by modifying or adjusting the assessment without lessening the quality or demand of the assessment. The determination of 'reasonableness' requires judgement that must take into account the impact on the organisation and the need to maintain the integrity of the subject or the learning outcome.

Adjustments/assistance students receive (without compromising the academic integrity of the course) will be based on the documentation provided and discussions with the student and staff. Reasonable adjustment may include (but not be limited to):

- the use of adaptive technology or equipment (e.g. seating, PC)
- alternative methods of assessment, such as oral assessment
- individual conditions of assessment (e.g. seating arrangements, toilet/rest/exercise breaks, bite sized food/drink)
- large print materials and/or coloured exam paper
- scribes (up to 10 minutes per hour additional time), or
- additional time during an examination for resting/writing (up to 10 minutes per hour)

For further information refer to the 'Reasonable Adjustment' form in the Study Information section of the website or speak to an Academic Advisor.

### ***Special consideration***

Students may apply for special consideration if, through events such as serious illness, bereavement or personal trauma they are prevented from completing an assignment or sitting an examination, or if they feel their performance in the assessment item has been affected by the event.

Applications for special consideration must be made using the 'special consideration form' as soon as possible before the due date of the assessment (or within 72 hours after the event). Options for students may include:

- deferring the assessment to the next study period the subject is offered
- sitting the exam at another scheduled date
- completing an additional assessment item
- having their assessment grade or final grade adjusted, or
- having extra time to complete their assignment (or complete a different assignment if available)

### ***Situations in which special consideration may NOT be considered***

- Failure to note of correct assessment dates/times/venues
- Taking annual leave/personal holiday during trimester/assessment period
- Experiencing high workloads/increased hours from employers or other organisations
- In anticipation of a change of employment
- To attend events (e.g. conferences, weddings) at the time the assessment is due
- Computer related problems
- Incomplete, inadequate or unsubstantiated supporting documentation submitted
- Requests submitted outside the designated periods
- Where a medical certificate was provided and another exam was completed on the same day.

While this list is not exhaustive, it outlines common reasons where students will not be granted special consideration. Each application will be assessed on its merit.

### ***How to apply for Special Consideration***

Students wishing to access Special Consideration on medical grounds must include Appendix A: Medical Certificate completed by a medical practitioner. The Medical Certificates must be issued on or before the

assessment due date. Medical Certificates issued after the assessment due date will not be accepted. Where it is not practicable for the student to submit a Kaplan Business School medical certificate, a certificate from a registered medical or dental practitioner may be accepted, if the certificate contains information equivalent to that covered in the KBS medical certificate.

Please note that in all cases the certificate must contain the medical practitioner's stamp, or the medical practitioner's contact details and provider number. Any student suspected of submitting a false or misleading application for Special Consideration will be investigated in accordance with KBS's Academic Integrity, Honesty and Conduct Policy.

### ***How is the Special Consideration application processed?***

In considering a Special Consideration request, KBS can take into account factors such as:

- Frequency of Special Consideration applications by the student
- The genuine nature and veracity of evidence provided in support of the application
- The student's academic progress to date and their likelihood to successfully complete the subject. e.g. If a student has not completed a substantial portion of the assessments and are unlikely to successfully complete the unit; special consideration may not be granted.
- Other relevant information pertaining to the request for Special Consideration.

Records of all applications for special consideration are retained in a Special Consideration Register, including the basis on which the decision for special consideration is made. Any changes made are recorded on the relevant student's file.

### ***Possible outcomes of a special consideration application***

A grant of Special Consideration may result in the following outcomes being made available to students (*this list is not exhaustive*):

- sitting the exam at another scheduled date
- sitting a supplementary exam
- completing an additional assessment item
- having an assessment grade or final grade adjusted. A student's assessment item or overall grade may be adjusted if the student:
  - has submitted all other pieces of assessment, and
  - the assessment grade or overall grade is no more than 2 marks from a grade band.
- having extra time to complete their assignment (or complete a different assignment if available), or
- a deferral allowing the student to re-enrol in the subject when it is next available.
  - Students are permitted only two deferrals per qualification, except in exceptional circumstances.
  - Results from previous assessment events for the deferred subject may be carried over if no changes are made to the assessment strategy upon re-enrolment.
  - Any increase in subject/delivery fees will be payable upon re-enrolment.
  - Student who are approved deferral of assessments may be required to complete a Leave of absence or Intermission form.

Students who wish to challenge such an outcome should refer to the Complaints and Appeals Policy.

### ***Deferred examination***

In some cases, deferred assessments are permitted. A student may be permitted to take a deferred examination if he/she missed the scheduled examination for any of the following reasons:

- The student was too ill to attend the examination.

- The student experienced personal accident or trauma on or within two days prior to the scheduled examination, which was likely to adversely affect the student's performance in the examination
- The student experienced circumstances on the day of the examination that were likely to adversely affect the student's performance in the examination

A student who is allowed to defer an examination with valid medical, compassionate or religious grounds must submit the necessary documents to Kaplan within 24 hours of the relevant incident or no later than 72 hours past the exam date, unless exceptional circumstances prevent contacting Kaplan. Requests received later than this will be considered invalid.

### ***Supplementary examinations***

Supplementary examinations will be held as soon as possible after the initial examination and will normally be held the week following final examinations on the Friday and/ or Saturday. Students are responsible for checking examination timetables for subjects they are required to sit. Students are also required to make necessary adjustments to their study arrangements to accommodate the subjects that they are required to repeat or sit supplementary exams for. If students do not present for the supplementary examination they will be required to repeat the subject.

### ***Assessment Review and Attrition***

Students enrolled in designated first year subjects are supported with assessment that is both formative and developmental in flavour 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 skills development staff in teaching students approaches to assessment tasks in the first year of study
- 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 attrition in units and courses and in particular in first year units and implement specific practices to reduce attrition in that unit.
- offer support to any student on any key assessment task that has been given an initial grade of 'fail'

## **Marking and providing feedback**

### ***Marking and assessment criteria***

Marking an assessment will be conducted in accordance with the Marking Guides provided. Kaplan uses a criterion based-referencing approach to assessment where students are assessed against a pre- determined set of criteria.

### ***Feedback to students***

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

- self-assessment exercises and learning activities throughout the subject material
- summaries that check a student's progress
- individual feedback on a student's assessment
- modified answer guides provided to the cohort in the form of a summary sheet.

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

## Reporting results

### ***Pass requirements***

Students must achieve a combined result from all assessment events of at least 50% to pass the subject. If a student fails an individual piece of assessment they will be eligible to continue in the subject and attain a pass in the subject, provided their combined result from all assessment events in the subject is 50% or above.

Individual subjects may impose additional assessment requirements, for example, requiring a reasonable attempt in all assessment events, a specified pass mark in the examination and/or assignment to achieve a pass in the subject.

If a student fails to submit a piece of work, they may be required to submit additional or supplementary work.

If a student fails a core or compulsory subject, the student will be required to repeat the subject as per the scheduled delivery of the course including all assessment items and any fees.

International students who have failed 50% of their enrolled subjects in each of two consecutive study periods will be reported via the online PRISMS system for failing to meet course requirements as part of their visa condition 8202.

### ***Internal results moderation and grade ratification***

The Grade Ratification and Assessment Committee is a subcommittee of the Academic Board. This Subcommittee ensures that Kaplan Higher Education has adequate academic and operational procedures in place for the development and facilitation of examination and assessment procedures. Following completion of marking, and prior to their release, final results for each subject are reviewed by this Committee. The Committee will compare the results with previous equivalent subject results (including mean, success rate and pass rate) and may accept the results; order a review; or scale the assessment marks.

### ***Provision of Assessment results***

Results for formative assessment events are normally available between two to four weeks after the event due date. Final results are generally available 4 weeks after the final assessment event due date.

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. Students may obtain a copy of the Privacy Policy from the website.

### ***Assessment results***

Subject results on student records and transcripts will be recorded as grades and reported in the table below.



**Table 2: Final assessment grades**

Mark	Grade	% range	Standards
85 - 100	High Distinction	85-100%	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 demonstrate originality
75 - 84	Distinction	75 – 84 %	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 demonstrate originality
65 - 74	Credit	65 - 74%	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 described in the study guide. The student has some ability to synthesise, evaluate and integrate knowledge and demonstrate originality
50 - 64	Pass	50 - 64	Learning requirements specified have been met at a basic, satisfactory or competent level. The student work is of sufficient quality able to enable him/her to move to later subjects.
0 - 49	F	0-49%	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 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 has been granted an extension of time, or they have been granted a Supplementary Examination or additional assessment item. The grade must be finalised before the end of the following trimester.
Deferred	D		A temporary result indicating that a student has been prevented from completing an assessment through illness or exceptional circumstances and a formal application for special consideration has been approved. Deferred subjects should be finalised by the end of the next trimester in which the subject is offered.
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.
Exempt	E		Indicates that a student has achieved the assessment requirements for the subject through previous study or through mutual recognition.

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

## Review of assessment items

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

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

- a calculation error in the totalling of marks for an assessment item or items
- questions, or parts of questions that have not been marked in an assessment item

- little or no feedback provided on the assignment (no feedback is provided for exams).

Kaplan will then complete a check of the calculations or arrange for the original to complete the marking or provide feedback relative to the marks awarded. There is no fee for this service.

Where a student believes their assessment item has been marked incorrectly (separate to those listed above), they may apply to have that assessment item re-marked once only. There is a \$250 fee for this service. The student will be eligible for a refund of the \$250 fee if the assessment mark goes up. If the assessment mark remains the same or goes down the student will not be eligible for a refund. Students that are eligible for a refund must complete the 'refund request form' available from the website.

The re-mark process is outlined below:

- The student must submit a completed 'Re-mark request form' available from the website to Student Services, within 3 to 5 working days of release of the assessment results. The student can only submit a "Re-mark request form' after viewing the assessment item in question.
- The student will be advised if the re-mark is approved within 5 working days.
- 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 fifteen (15) working days of the re-mark request form being received.
  - If the original marking did not accurately reflect the result of the assessment item, the result will be amended. The amended mark (higher or lower) will be recorded as the final result for that assessment item. The student will be advised of the amended mark within fifteen (15) working days of the re-mark request form 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 Student Complaints & Appeals policy

## Guidelines for releasing student marks

Each study period shall have a designated Results Publication Date, which is approved by the Kaplan Academic Board for each calendar year. The Results Publication Date shall be no less than seven calendar days and no more than 28 calendar days from the designated End Date for the study period. The results for subjects taught in the Study Period shall be released on the Results Publication Date for that study period.

The release of marks does not entitle the student to contest the allocation of marks or the quality assurance processes adopted to ensure equity within and between student cohorts.

Students are entitled to access raw and adjusted marks for their assessments for a period of up to 6 months from the date marks are released. Any appeals must be within the specified guidelines.

## Viewing examination papers

Students may view their marked examination papers (paper based and computer answer sheet) under supervision up to 4 weeks after the results have been released. Requests to view examination papers should be made separately in writing to the Student Services office within 7 days of the release of results. Students may not copy the examination paper or remove it from the premises.

## Rights and responsibilities

**Student have a right to:**

- be informed of all aspects of assessment policies and practices
- consistent application of policies and practices

- the timely return of the results with appropriate feedback
- 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 made based on flawed processes, during the appeal period, and to be informed of mechanisms for appeal.

**Students have a responsibility to:**

- behave ethically and appropriately, avoiding any action or behaviour which would unfairly disadvantage or advantage another student, or put Kaplan at risk;
- be aware of the rules of progression for each subject and the requirements for the award:
- be aware of, and abide by any education policies available on the web site (including assessment, progression, academic integrity, honesty & conduct and complains & appeals);
- be aware of the means for seeking assistance within Kaplan and to notify advisors as early as possible if difficulties arise with the timing or other requirements of assessment tasks
- be aware of any requirements, including timetables, for examinations and other assessment tasks;
- submit assessment items on time, including a declaration that the assignment is their own work and that they are aware of the requirements relating to collusion and plagiarism;
- advise Kaplan of any substantial 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:**

- academic policies are explicit and consistently applied;
- assessment practices are explicit, fair, transparent and consistent across the institution and are available to staff and students;
- information on assessment type, weighting and due week is available to students at enrolment;
- resources are available to provide staff and practitioners 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 appropriate to the academic level of the students;
- examination scripts and other forms of summative assessment are held for the mandated script retention period and appeal period for review by students;
- any scaling or adjusting of marks is undertaken with appropriate strategies;
- staff and practitioners have the opportunity to evaluate their own performance based on agreed standards and other methods of feedback;
- students privacy is maintained in relation to any matters relating to assessment;
- staff do not discuss results or disclose personal information about students to anyone who does not have a legitimate right and need to have access to the information in order to carry out their duties.

## Version Control and accountable officers

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

<b>Policy Category</b>		Academic		
<b>Responsible Officer</b>		Vice President, Academic		
<b>Implementation Officer</b>		Academic Dean		
<b>Review Date</b>		June 2020		
<b>Approved by</b>				
Vice President Academic under a delegation from the KBS Academic Board				
<b>Version</b>	<b>Authored by</b>	<b>Brief description of the changes</b>	<b>Date Approved:</b>	<b>Effective Date:</b>
4.1	Academic Quality & Governance Team	Replaced content relating to Supplementary exams. Supplementary examinations will now be held as soon as possible after the initial examination and will normally be held the week following final examinations on the Friday and/ or Saturday.	23.09.2015	30.09.2015
4.2	Academic Quality & Governance Team	Introduced new content on Special Consideration processes pages 6-7 and Special Consideration application form and medical certificate appended to Policy.	03.12.2015	17.12.2015
4.3	Academic Quality & Governance Team	Amended late penalties to marks deducted from student's total marks for the assessment and introduced a policy Implementation Officer.	02.03.2016	17.03.2016
4.4	Academic Quality & Governance Team	Clarified that late penalties marks will be deducted from student's "total marks available" to ensure a fairer outcome for all students.	1.12.2016	15.12.2016
4.5	Academic Quality & Governance Team	Removed GPA from policy and aligned use of language to KBS process and practice.	14.06.2017	29.06.2017