



Document Control

Title	Assessment and Assessment Appeals Policy
Author/Updated by	John Loxton
Approver	Academic Board
Version/Date	23 April 2016
Version Approved	3 May 2016 (under delegation made on 15 April 2016)
Date of next review	1 July 2018

Assessment and Assessment Appeals Policy

1. Introduction

KOI has a standards-based approach to teaching and learning and aims to provide quality teaching and learning opportunities at all times. Course and Subject Learning Outcomes are criterion-referenced and relate to what successful students can actually do as a result of their learning experiences. Learning Outcomes are to be clearly stated, demonstrable, achievable and measurable, and based on relevant *Australian Qualifications Framework (AQF) Qualification Type Specifications* and the resultant *KOI Graduate Attributes*. Assessment tasks allow students to demonstrate their achievement of the Learning Outcomes.

KOI adheres to the three core principles of effective assessment for higher education as articulated by the *Centre for the Study of Higher Education* (http://melbourne-cshe.unimelb.edu.au/data/assets/pdf_file/0010/1770697/CorePrinciples.pdf)

1. assessment should guide and encourage effective approaches to learning;
2. assessment should validly and reliably measure expected Learning Outcomes, in particular the higher-order learning that characterises higher education;
3. assessment and grading should define and protect academic standards.

Assessment has an important and central role at KOI in driving and shaping student learning. Assessment provides feedback to students on their learning and is the basis by which their academic achievements are judged and certified. Academic standards and the rigour of courses are central to KOI's assessment schemes and processes.

Student assessment is a complex activity with a variety of purposes and many stakeholders that include students, academic staff, KOI, the professions and industries, governments and the community. Assessment results inform stakeholders about the nature and depth of student learning along with the skills and attributes of graduating students.

KOI acknowledges the critical role of academics' professional judgement and expertise in all aspects of the assessment process, and particularly in making judgements about students' work. KOI is committed to supporting and fostering this expertise through processes of moderation, peer review and benchmarking so that all stakeholders can be confident that assessment decisions and judgements are compatible with disciplinary and professional standards and comparable to those of good higher education practice nationally and internationally.

The KOI Assessment Policy has been developed to comply with the *Higher Educations Standards Framework (Threshold Standards) 2015*, and the *Australian Qualifications Framework Second Edition 2013*, and to be in line with other comparable higher education providers.

2. Definitions

Weighting

Assessment 'weighting' refers to the contribution of an individual assessment task to the overall subject score.

Subject moderation

Subject moderation refers to the review of a subject's Learning Outcomes and assessment tasks.



Moderation of marks

Moderation of marks refers to the adjustment of marks of an entire class or a subset of that class or of individual marks for individual assessment tasks or the total subject marks.

Special consideration

The normal policies and procedures relating to assessments and exams may be varied due to circumstances which prevent the student performing to their ability, and are outside the normal expectations of student life, unanticipated, or beyond the student's control and supported by evidence and written documentation. (See Section 7 *Extensions, Supplementary and Deferred Assessments / Exams*)

3. Objectives

The objectives of this Policy are to:

- articulate an integrated set of values, processes and procedures for student assessment at KOI;
- provide guidance in the design and implementation of assessment tasks, marking and moderation of student work, and the review of assessment;
- identify roles and responsibilities in the implementation of this policy.

4. Assessment Principles

It is essential that assessment and feedback practices:

- are demonstrably valid, reliable, equitable, fair and flexible;
- promote higher order learning skills of analysis, synthesis, evaluation, critical thinking and ethical practice;
- provide timely feedback to students on their progress designed to foster continuing development;
- align with relevant Learning Outcomes for the subject and ensure incremental achievement of the course graduate attributes;
- are moderated to ensure appropriateness of tasks, consistency in marking, and the maintenance of standards;
- are reviewed regularly for effectiveness in meeting desired Learning Outcomes, under KOI quality assurance mechanisms;
- are supported by a culture of academic integrity that is actively fostered at all levels of KOI;
- are supported by resources that enable appropriate time to be invested in high quality assessment processes;
- are supported by professional development for academic staff to increase assessment literacy and capability across KOI.

4.1. Student Roles and Responsibilities

At KOI students are expected to:

- become familiar with the Subject Outline and learning resources on Moodle for all their currently enrolled subjects, paying particular attention to the assessment detail provided;
- if unsure about any assessment element, ask for clarification from the Lecturer / Tutor at an appropriate time as early in the trimester as possible. Tutorials and the lecturer/tutor's consultation hours provide opportunity to ask questions. If questions arise outside class time, they should be asked via Moodle or email. If not satisfied with the response, students may contact the Academic Manager for assistance;
- complete their work to the best of their ability and apply good Academic Integrity practices in their study and in completing their assessments. (See KOI's *Student Handbook*, *Student Academic Misconduct Policy*, the *Academic Integrity Module* in Moodle and the *Student Charter*);
- keep a copy of all submitted assessments and returned assessments with feedback for their personal records;



- check returned assessments and final grades as soon as possible after return of assessments or Release of Results in order to meet the timeframes should they wish to appeal their results or grades (see Section 8 *Assessment Appeals*)

4.2 Academic Roles and Responsibilities

- Academic staff will set, moderate, mark, record marks and return assessments with appropriate feedback within the parameters set in this policy and the *KOI Assessment Guidelines* which are reflected in the approved Subject Outline. Constructive, timely and relevant feedback on assessment tasks is vital for meaningful student learning and is considered to be an important part of any academic's teaching role. Feedback on assessment tasks enables students to monitor their progress, diagnose and rectify problems, make decisions about where to focus their efforts, and generally to be active participants in their learning. Insufficient, unhelpful or untimely feedback is the most commonly reported cause for dissatisfaction by students.
- The Subject Coordinator is responsible for ensuring the Subject Outline complies with the parameters approved by the Academic Board and contains all relevant assessment details in line with the Assessment Policy and KOI Assessment Guidelines. The Subject Coordinator is also responsible for ensuring students have access to an approved Subject Outline via Moodle before the first week of trimester.
- As part of managing consistency across all subjects and courses, the assessment approach for each subject will be reviewed by the Heads of Program at the end of each trimester to ensure:
 - alignment of tasks with subject learning objectives and graduate attributes;
 - appropriate level of skill and knowledge;
 - appropriateness of overall assessment load;
 - criteria and standards that are clear and appropriate;
 - instructions to students that are clear, complete, unambiguous and expressed in plain English;
 - guidance, mentoring and supervision of inexperienced staff.
- Minor changes to assessment tasks resulting from the end-of-trimester review will be submitted to the Deputy Dean (Academic) for approval before publication in the Subject Outline and circulation to students; major changes require approval by the Academic Board and must be proposed in good time to for proper consideration.
- No changes to assessment tasks, weightings or timings will normally be permitted after the end of the second week of trimester. Any changes within this time must be communicated to all students enrolled in the subject via Moodle and in class.
- Academic staff, led by the Subject Coordinator, are responsible for providing timely and meaningful feedback to students. Normally feedback for assessments submitted on time during the trimester must be provided within 10 working days of the assessment due date.
- The KOI Board of Examiners is the final arbiter for the awarding of grades. Grades for subjects will normally be released to students within two weeks after the last final exam is completed (with the exception of marks subject to reviews of grade and/or applications for deferred exams). Specific dates for Release of Results are published on the KOI website www.koi.edu.au and in the *Student Handbook*. Students will be advised of their trimester grades via Gradebook.
- The Deputy Dean (Academic) will lead an ongoing, continuous improvement review process of assessment strategies across all courses and subjects offered by KOI.

4.3 Assessment Design

This section articulates KOI's approach to assessment in undergraduate and postgraduate coursework award courses. The section complements other key plans and academic policies. Supplementary details of assessment content, formats, etc. can be found in the *KOI Assessment Guidelines*.

- The quantity and design of assessments should be directly related to the Learning Outcomes of the subject, the level of the subject and the larger context of the course of which it is part. Although Subject Coordinators are given considerable latitude in exercising judgement about what should be assessed, assessment design is essentially collaborative and should not occur in isolation from other subjects in the



course. A whole-of-course approach will facilitate the employment of a diverse range of assessment methods to encourage the development of KOI's graduate attributes in an appropriate developmental sequence from first year to final year. Assessment mapping is used to show the planned sequence approach to the achievement of the course graduate attributes and to ensure that there are equitable student workloads, as well as appropriate timing and weighting of assessment tasks.

- Assessments should be designed to encourage effective student learning and enable students to develop and demonstrate the skills and knowledge identified in the relevant AQF Qualification Type Specifications. Assessments must be designed in a way that will allow objective measurement of achievement. Standards of performance (or 'grade' descriptors), through the use of detailed marking guides or marking rubrics, should delineate the various levels of student performance, as well as the corresponding grade that will be awarded (e.g. HD, D, C etc.). Standards should be sufficiently detailed so that students can see how they might improve the quality of their performance.
- Wherever possible, assessment tasks should give authentic challenges to students, based upon real world tasks, problems, skills and performances. Students should also be offered the opportunity, at appropriate stages within their course, to exercise some choice in assessment tasks, to relate concepts to their worlds of work, and to be supported with significant self-directed assessment tasks that develop their self-management and lifelong learning abilities.
- All assessment tasks and standards of performance will be developed by applying professional judgements about expected student performance at the level at which the subject is taught. Standards will be benchmarked against acceptable levels of performance within KOI, against other providers of similar courses, and/or as expected by the profession.
- Subject assessment design should ensure that students are provided with sufficient opportunity for formative feedback on progress towards desired Learning Outcomes during the teaching period. KOI adopts a model of continuous assessment where formative and summative assessments are integrated in tasks completed over the study period. Assessment tasks that occur during the first half of the study period are usually designed to maximise the formative developmental function of assessment. There should be sufficient spacing between assessment tasks to ensure that students gain sufficient feedback from one task before attempting the next.
- All assessment detail will be provided in the Subject Outline. In some circumstances, specific details may also be added to the subject page in Moodle.
- KOI recognises that students enrolled in designated first year subjects should be carefully supported, and that assessment in the first year of study should be as formative and developmental as possible to build students' academic skills and confidence. This is linked to Student Retention. Heads of Program should ensure that formative academic skills assessment tasks are included in the curriculum of first year core subjects in each course. This should take place in the early part of the trimester and preferably prior to the census date for that teaching period. The aim of this task is to build confidence and provide early feedback for students and to assist in the identification of students at academic risk. Heads of Program should 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. Where attrition in a subject or course is high, the Heads of Programs within KOI will implement specific practices to reduce attrition in that subject or course.
- This policy does not limit the form of assessment to any particular type, but this policy and the associated *Assessment Guidelines* must be followed by Subject Coordinators when designing assessment tasks.
- In circumstances where the Subject Coordinator feels it is important to vary from the general and specific assessment guidelines and this policy, approval must be sought from the Head of Program well in advance of the subject being presented. The Heads of Programs must report variations in assessment to the Academic Board via the Deputy Dean (Academic).

5. Marking and Grading

KOI has adopted a standards-based assessment approach. This requires that assessment of student achievement be measured against externally verified criteria and standards. Such criteria and standards should be referenced, wherever possible, to industry or professional standards, as well as accepted academic standards evident in other courses of study nationally and internationally. Marking criteria and standards of performance must be explicitly articulated and made available to all students at the commencement of the study period for each assessment task. Criteria and standards should also be



discussed with students, so that students can understand the standards of academic performance expected of them.

Standards-based assessment is incompatible with norm-referenced assessment schemes. Therefore, no pre-determined or ideal distribution of grades can be applied across a student cohort. It is not expected that individual Subject Coordinators will adjust students' grades to comply with pre-determined distributions.

Marks and grades awarded to students are to be based solely on merit in relation to prescribed academic standards and against specified marking criteria.

- Marks for assessments submitted on time will normally be returned to students within 10 working days of the assessment due date.
- For group work, either all group members will be awarded the same mark, or some version of peer reviewed adjusted marking may be applied. Where one or more group members raise issues with the respective contributions of another group member or members, the group mark may be adjusted up or down for some or all group members following a thorough investigation by the Subject Coordinator. A note relating to the variation of marks with reasons should be included in the report recommending the final grades for the subject.
- Final exam scripts will not normally be returned to students. Students can obtain feedback on their exam performance at the Review of Grade session (see Gradebook).
- On completion of subject(s), students will be provided with marks and grades for the subject(s). Specific dates for release of grades are published in the KOI website www.koi.edu.au, in the *Student Handbook* and posted on notice boards.
- KOI grades are based on standards used across the Australian higher education sector. Assessment and subject results are expressed as a grade which falls within a specific range of marks. Grades used by KOI are explained in the following table:

Final Result Grade	Notation	Marks Range (%)	Descriptor
High Distinction	HD	80-100	Consistent evidence of comprehensive understanding of the subject content at a very high level; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; substantial originality and insight in identifying, creating and developing arguments, perspectives and critical evaluation of problems; and a high level of communication and application appropriate to the discipline.
Distinction	D	70 - 79	Consistent evidence of a high level of understanding of subject content; development of relevant skills to a high level; evidence of creative insight and ability to apply relevant skills and theories as well as interpretive and analytical ability; and demonstration of appropriate and effective communication.
Credit	C	60-69	Evidence of a good level of understanding, knowledge and skill development in relation to subject content; demonstration of a high level of interpretive and analytical ability; and demonstration of effective communication.
Pass	P	50-59	Evidence of satisfactory understanding of basic subject content; development of relevant skills to a competent level; adequate interpretive and analytical ability; and adequate communication of information and concepts in terms of disciplinary requirements or conventions.
Fail	F	0-49	Little or no attainment of Learning Outcomes, with limited understanding of course content or skill development.



Note: Marks in the range 46 – 49% may be moderated. Moderation of marks may be dependent on factors such as academic progress in other subjects and the student's attendance and participation during the trimester.

- Threshold levels of performance for a pass in a subject may be set for assessment tasks with the approval of the Academic Board (for example, this may include a requirement that all assessment tasks are submitted, or that a passing mark is obtained in the final examination).

6. Moderation

Subject moderation refers to the review of a subject's Learning Outcomes and assessment tasks. Subject moderation is normally undertaken prior to the delivery of that subject by an academic not teaching in the subject. Moderation of marks refers to the adjustment of a group of marks of an entire class or a subset of that class or of individual marks or compiled marks. While this is not normal practice at KOI, marks may be moderated in certain circumstances at the discretion of the Board of Examiners. Such moderation is generally restricted to students whose overall result is close to a passing grade, who have submitted all but one of the major pieces of assessment and who have a satisfactory attendance record (say, at least 60%).

Consensus moderation processes are used to develop a common understanding of the subject standards to ensure consistency of assessment standards and marking. One or more of the following approaches to moderation are conducted every time a subject is offered:

- **Subject level planning.** The Heads of Program review the assessment plan to ensure the assessment weighting, timing and tasks are appropriate to the learning objectives of the subject.
- **Individual student work.** Subject Coordinators develop and monitor the use of marking guides/rubrics specifying predetermined criteria so the bases for marking are consistent and communicated to both students and markers.
- **Recommended course grades.** The Board of Examiners reviews final marks in all subjects and moderation reports from Heads of Program and Subject Coordinators to assure consistency of grading.
- **Subject standards over time.** The Deputy Dean (Academic) with the Heads of Program reviews assessment exemplars and marks awarded to current students with those awarded for comparable exemplars from previous subject offerings to ensure consistency of standards over time.
- **External review.** An external examiner is engaged by the CEO and Dean to review curriculum design, learning outcomes, assessment standards and samples of student work across a course on a regular basis.

The Deputy Dean (Academic) documents the moderation process, for consideration by the KOI Academic Board.

7. Extensions, Supplementary and Deferred Assessments / Exams

KOI understands that occasionally students may not be able to complete assessments or sit mid-trimester or final exams due to circumstances beyond their control, and outside normal circumstances. Where this occurs, students may apply for an assessment extension or supplementary or deferred assessment or exam as appropriate.

The circumstances which meet the criteria for extensions or deferred assessments are described on the forms *Application for Assignment Extension or Deferred Exam – Medical Reasons* and *Application for Assignment Extension or Deferred Exam - Non-Medical Reasons*. (<http://koi.edu.au/wp/policies-forms-2/>)

If students miss a mid-trimester or final exam there is **NO GUARANTEE** they will be offered a deferred exam. Students will **NOT** normally be granted a deferred exam on the grounds that they mistook the time, date or place of an examination, or that they made arrangements to be elsewhere at that time; for example, had booked plane tickets.



Work, social and travel commitments **DO NOT** usually constitute acceptable reasons for assessment extensions, or the granting of supplementary or deferred assessments or exams.

Illnesses must be sufficiently serious to affect a student's capacity to study, sit an exam, or complete an assessment task as judged by a medical practitioner or health practitioner – minor temporary ailments such as colds, headaches, period or muscle pain **DO NOT** usually constitute acceptable reasons for assessment extensions, or the granting of supplementary or deferred assessments or exams.

Applications must be made in writing by completing the appropriate form, and accompanied by detailed supporting evidence and documentation as outlined in the relevant form, within the timeframes specified by KOI and posted in Moodle and the KOI website. Supporting evidence may include, but is not limited to:

- a correctly detailed medical certificate – this needs to be attached to an *Application for Assignment Extension or Deferred Exam – Medical Reasons* signed and stamped by the medical practitioner;
- a police report;
- a statutory declaration correctly signed and witnessed;
- a note regarding public transport issues signed and dated by a relevant officer from a public transport organisation.

The outcome of such applications will be dependent on the circumstances and the evidence provided. **There is no guarantee of extensions, or supplementary or deferred exams.** A student who is not satisfied with a decision may seek a review under the *Complaints and Appeals Policy*.

7.1 Review of Grade

Students of KOI may appeal against an assessment mark or subject grade if they believe the outcome is not a fair result in terms of the assessment criteria, or they believe there has been an error in the marking. Section 8 of this policy sets out the grounds for a review of grade and the time frames for requesting a review. The outcome of a successful review of grade appeal may be either a change of grade or an opportunity for supplementary assessment.

7.2 Supplementary and Deferred Exams

Exams are held in the Supplementary Exam period (following end-of-trimester exams) for students who meet the following criteria:

- students who have a Deferred Exam approved as a result of an Application for Deferred Exam – Medical or Non-Medical;
- students who fail a subject, were close to passing, and have received and accepted an offer of a Supplementary Exam (solely at the discretion of the Board of Examiners – see Section 6 Moderation above)

Supplementary exams may also be offered in the period following mid-trimester exams.

Students who are offered a Supplementary or Deferred Exam are contacted by the Academic Manager by email to their **KOI email address** with the details of the date, time and location of the exam.

There will be **ONLY ONE** Supplementary or Deferred Exam offered each trimester for each subject.

Students who do not sit the Supplementary or Deferred Exam as offered will not be offered a further supplementary exam, regardless of the reason.

This may mean students will fail the subject:

- if it is a core subject, students will need to repeat the whole subject
- if it is an elective subject, students may repeat the subject or replace it with an alternative elective subject.

7.3 Supplementary Assessment

A supplementary assessment is occasionally offered to students to provide a final opportunity to demonstrate successful achievement of the major learning outcomes of a subject. **Supplementary assessments are only offered at the discretion of the Board of Examiners.** The offer is determined based on a student's academic and attendance history.



Students are advised of an offer of a supplementary assessment by email to their **KOI student email address** of the time and due date for the supplementary assessment.

7.4 Marking of Supplementary and Deferred Assessments / Exams

Setting and marking supplementary and deferred assessment / exams is the responsibility of the Subject Coordinator. Marks and recommendations for change of grade, where appropriate, are submitted to the Deputy Dean (Academic) for review and recommendation to the CEO and Dean.

- Deferred Assessments and Exams – the final grade for the subject will be dependent on the mark gained in the assessment or exam;
- Supplementary Assessments and Exams
 - Students who pass the Supplementary Assessment or Exam will receive a 50% pass grade for the subject regardless of the actual mark gained in the Supplementary Assessment or Exam;
 - Students who fail the Supplementary Assessment or Exam will fail the subject.

8. Assessment Appeals Policy

Students of KOI may appeal against an assessment mark or subject grade if they believe the outcome is not a fair result in terms of the assessment criteria, or they believe there has been an error in the marking.

8.1 Grounds for Appeal

A student may request a review of final grade if they have reason to believe that:

- a. the Subject Coordinator did not provide a Subject Outline as required;
- b. the assessment requirements as specified in the Subject Outline were varied in an unreasonable way;
- c. assessment requirements specified in the Subject Outline were unreasonably or prejudicially applied to the student;
- d. a student is of the view that a clerical error has occurred in the computation of the grade;
- e. due regard has not been paid to the evidence of illness or misadventure (that was previously provided to KOI), as part of an *Assignment Extension or Deferred Exam – Medical Reasons* or an *Application for Assignment Extension or Deferred Exam - Non-Medical Reasons*

The following appeals will not be considered formally:

- a. verbal appeals;
- b. group appeals or appeals in the form of petitions (with the exception of a group relating to a group assessment);
- c. where the student is not properly enrolled, including for non-payment of fees;
- d. where the grade is the result of disciplinary action taken under any relevant KOI Policy.

The following are not sufficient grounds on their own for appeals:

- a. a comparison with the result for another student;
- b. belief by a student that the mark is not commensurate with his or her effort;
- c. visa or residence status of a student;
- d. financial difficulties or employment prospects.

8.2 Assessment Appeals Process

Appeals under this policy are handled in 3 stages: informal process, formal process and external review procedures. Stages 1 and 2 are free of charge. External Review may attract some charges on the part of the External Reviewer as determined by the external agency.

Stage 1 - Informal Process

For appeals against assessments in a subject, including the outcomes of final exams, the student should first approach the lecturer informally



- for assessments - within 5 working days of the return of the assessment,
- for subject final grades and final exams - at the KOI organised *Final Exam Review Day* (date(s) will be published in Moodle and on notice boards) to discuss the assessment results. At that stage it can be established that arithmetical marks have been calculated correctly and that any other academic issue has been discussed. Students who do not attend the Review of Grade Day are considered to have accepted their results for the trimester.

It is anticipated that the majority of students concerns will be satisfied at this stage. Where a change of grade is warranted, the lecturer will make a recommendation for approval by the CEO and Dean.

Stage 2 - Formal Process

If the outcome of the informal stage does not satisfy the student, the student may apply for a formal Review of Grade. Formal reviews of grade will not be considered unless the student has first completed the informal process.

To apply for a formal Review of Grade, the student must complete the Review of Grade Form, providing any documentary evidence available, and clearly stating the grounds for appeal (see 8.1 Grounds for Appeal above). The form is to be submitted to KOI Reception by hand, or emailed to reception@koi.edu.au. Applications for Formal Review of Grade must be made within 10 working days of the return of an assessment, or within 5 working days of the Final Exam Review Day.

The Deputy Dean (Academic) will review all relevant documentation and may discuss the matter with the academic(s) involved and the student. The Deputy Dean (Academic) will make a recommendation to the CEO and Dean regarding the appeal, based on the evidence. Where a change of grade is warranted, the Deputy Dean (Academic) will make a recommendation to the CEO and Dean. The outcome of the review will be communicated to the student in writing, and a copy added to the student's file.

Stage 3 – External Appeal

If the student remains dissatisfied with the outcome, they may pursue the matter under the external review provisions in the *Complaints and Appeals Policy*, which contains details relating to external appeals.

9. Detection and Reporting of Plagiarism / Cheating / Collusion

Plagiarism and other forms of academic misconduct/dishonesty are not tolerated by KOI. The *Student Academic Misconduct Policy* provides definitions, roles, procedures and responsibilities associated with instances of academic dishonesty. It is important that all academic staff are familiar with this policy and understand the steps to take when plagiarism or cheating is suspected. Academic staff and exam invigilators must report for investigation all instances where they believe a case of plagiarism, cheating or collusion has occurred.

It is also vital that students be alerted to their responsibilities under the KOI *Student Academic Misconduct Policy* and the *Student Charter*, especially in their first year of study. All students are required to take and gain 100% competence on the *Academic Integrity Module* via Moodle during the first three weeks of their first trimester.

Students will be inducted in academic conventions and KOI values regarding academic integrity at their compulsory Orientation Session. Students are provided with advice and guidance on academic integrity conventions and techniques in Moodle. Subject Coordinators should be alert to opportunities in the design of assessment tasks to discourage or make plagiarism more difficult.

10. Inclusive and Equitable Assessment

Some assessment modes or designs may unfairly privilege or disadvantage some students. All reasonable efforts should be made by Subject Coordinators to ensure that assessment tasks are designed to be contextually relevant and culturally inclusive, and to avoid bias or other unintended negative outcomes resulting from poor assessment design. Particular account should be taken of student diversity, including international student cohorts from non-English speaking backgrounds.



Students with identified disabilities or special needs can request assessment tasks to be modified to ensure equal access and opportunity. KOI will endeavour to satisfy any such reasonable requests whenever possible.

11. KOI Board of Examiners

The KOI Board of Examiners will meet to consider the grades recommended by the Subject Coordinators for each student within two weeks of the final exam each trimester. Prior to accepting, amending or rejecting grades, the Board will ensure quality in assessment practices in accordance with this policy. The Board may also investigate the handling of issues such as students at academic risk, students with language difficulties, unforeseen assessment events, moderation activities, benchmarking of standards and progression, completion and attrition rates.

Procedures for meetings of the Board of Assessors require Heads of Program and Subject Coordinators to:

- ensure that all available grades are submitted in the required format through electronic means by the notified date;
- attend the relevant Board of Examiners meeting if requested and be prepared to respond to any queries of the Board along with any proposed amendments to final grades.

12. Confidentiality and Security

All reasonable effort should be made by staff of KOI to ensure that the principles of privacy, confidentiality and security are maintained throughout the administration of student assessment. Particular care should be employed in relation to:

- the security of examination papers and student scripts;
- the confidentiality of assessment results;
- the prior permission of the student for any reproduction or usage of assessment material beyond normal marking, feedback and review processes;
- access to grades and authority to disclose grades to students or any third party.

In matters of privacy and confidentiality in assessment, staff should be guided by KOI's *Privacy Policy* and the *Privacy Act 1988*, the *Privacy Amendment (Enhancing Privacy Protection) Act 2012* and the *Australian Privacy Principles (APPs)*.

***** End of Policy *****