



Student Assessment Procedure

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Related Documents	Academic Continuous Improvements Policy Academic Misconduct Policy Academic Misconduct Procedure Academic Quality and Governance Framework Advance Standing Policy and Procedure Assessment Appeal Policy Assessment Appeal Procedure Australian Qualifications Framework (AQF) Course Design Policy and Procedure Diversity and Equity Policy External Moderation and Benchmarking Policy Glossary of Terms HESF (Threshold Standards) 2021 Internal Assessment Moderation Policy and Procedure Management of Personal Information Policy Management of Personal Information Procedure Online Course Delivery Policy Quality Assurance Framework Reasonable Adjustment Application Form Record Management Policy Record Management Procedure Special Consideration Request Form Student Academic Misconduct Policy and Procedure Student Assessment Policy
HESF (Threshold Standards) 2021	1.4; 1.5.7; 2.3.3; 7.1.5

1. Purpose

This Procedure supports the Student Assessment Policy, which outlines the process at the Australian Institute of Higher Education Pty Ltd ('the Institute') for collecting relevant evidence and making informed judgements to evaluate student learning outcomes.

2. Scope

This Procedure applies to all students and academic staff at the Institute.



3. Definitions

See the *AIH Glossary of Terms* for definitions.

4. Actions and Responsibilities

4.1. Forms of Assessment

The forms of assessment to be utilised for each unit are clearly set out in the Unit Outlines given to students at the commencement of the unit.

Each form of assessment should also reflect the level of rigor and challenge related to whether a unit is a 1000, 2000, 3000, 4000 or 5000 level unit.

Composition and Format of assessment may include:

4.1.1. Short Quizzes

Short quizzes are intended to test that student's study regularly and have a good grasp of the theoretical material covered in lectures and tutorials. They usually take the form of multiple-choice questions and short answer questions.

4.1.2. End of Study Period Final Assessments (Final Exams)

End of Study Period final assessments, including Presentations (Final Exams) are specified in the Unit Outline. End of Study Period assessments test knowledge acquired from the entire unit and may include essays, short answers questions, problem solving exercises and practical exercises. For CPA/CAANZ purposes, this final assessment must be invigilated and valued at 50% of the total unit marks

4.1.3. Essay/Report/Literature Review

Essays/ reports/ literature reviews are intended to test a student's ability to assess information, to formulate arguments, and to evaluate critically different alternatives to issues or problems. They usually also seek to demonstrate a student's research skills through conducting literature reviews and the creation of appropriate reference and reading lists. They can vary between 1000 words in 1000 level units through to 3000 words in 3000 level units.

4.1.4. Case study

The length of case studies may differ, and they do not typically need to match the length of an essay. Nonetheless, case studies are subject to the same academic standards, such as proper referencing, and should exhibit a suitable degree of research as indicated by literature reviews.

4.1.5. Practical exercise(s)

These can be conducted individually or in groups and address a practical element of a unit. They might include some kind of written report and may employ several different media. They usually involve resolving some kind of technical problem or demonstrating a student's practical and technical skills, abilities, and understanding of the unit.



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4.1.6. Presentations and Group work

Group work and presentations demonstrate a student's ability to work and interact with others. They often require the ability to demonstrate both leadership and follower abilities. They are usually accompanied by written or visual presentation. Where the presentation is a means of presenting the findings of some larger piece of research, the length of the written report will be determined by the nature of the project being presented. Where the presentation is based on the topic for the week, the written report may be as simple and brief as a 1000-word executive summary of the key concepts and issues within the topic.

Presentations can be of varying length and weighting, depending on the nature of the unit. They are particularly appropriate for technical or creative units.

Peer evaluation when working in groups is incorporated into the assessment progress and students will have the opportunity to evaluate the contribution made by their peers.

4.1.7. Research Projects

Projects can vary in length and complexity and can be conducted individually or in group form. They are undertaken to challenge the students' thinking and to gather key information/data to provide evidence of complex issues. The nature of the projects will determine the style and presentation format which can be a combination of oral presentation and report form. Collaborative projects also contribute to the professional practice of working in a team to achieve a satisfactory outcome.

Peer evaluation when working in groups is incorporated into the assessment progress and students will have the opportunity to evaluate the contribution made by their peers.

4.1.8. Group Work

They are undertaken in order for students to work collaboratively. The nature of Group work will determine the style of work required and presentation format which can be a combination of oral presentation and report form. Collaborative projects also contribute to the professional practice of working in a team to achieve a satisfactory outcome. Refer to group work guide.

4.1.9. Simulations

Simulations encourage the application of critical and evaluative thinking skills, and are typically utilized as a final assessment to evaluate students' overall knowledge and abilities. These simulations are designed based on industry standards.

4.1.10. Role play

Intended to give the student a practical exercise to practice a likely scenario that they will encounter in industry.

4.1.11. Interview / Viva

A Viva, short for Viva Voce, is an academic assessment conducted in the form of an oral examination. During a Viva, a student presents advances in a project or assessment. The



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examiner may ask the student to elaborate on certain aspects of the assessment, clarify the methodology, findings, or challenges to a student's work.

4.1.12. Peer review

When students work in groups there is an element of individual work that takes place, whilst also contributing to the team effort. The review process adds complexity to the marking of the group project or group work but provides the student with the opportunity to provide feedback.

4.1.13. Portfolio

A portfolio is a deliberate compilation of a student's work that demonstrates their accomplishments, progress, or efforts in one or more areas. Portfolios are especially useful for technical or creative subjects, as they emphasize the learning process and development of a student's skills. The essential components of a portfolio include:

- a. Determining the purpose of the portfolio: what areas and/or skills are observed and assessed.
- b. Determining the evidence including in portfolio: assessable elements and their characteristics that should be included in the portfolio.
- c. Determining assessment criteria: specification of the characteristics of the submitted work and the different rubrics to assess the collection of student's works.

Different types of portfolios are available be implemented in a unit. They are:

- Personal portfolio;
- Record-keeping portfolio: It contains necessary assessment samples and records that may be required (e.g., exams, tests);
- Group portfolio: Each member of a cooperative learning group contributes individual items along with group items to demonstrate the effectiveness of the entire group;
- Thematic portfolio: This portfolio would relate to a unit of study with a particular focus;
- Integrated portfolio: To view the whole student, works from all disciplines showing connections between or among subjects would be included;
- Showcase portfolio: A limited number of items are selected to exhibit growth over time and to serve a particular purpose. Usually, only the student's best works are included;
- Electronic portfolio;
- Multiyear portfolio.

4.1.14. Reflection

Reflective assessments are based on reflective learning. They are used to assess an individual student's learning by asking the student to reflect on their learning experience. Reflections include analysis not just a description account of the event/activity. A scenario can be given, and students are to reflect on a process on how to approach the scenario to solve a problem or answer a question.



4.1.15. Class Participation

Class participation is intended to assess student engagement in class. Students are required to participate in class discussions and activities. Activities can include breakout room group discussions, online activities, using interactive tools, e.g., MyLab, Kahoot, H5P, Mentimeter.

Class participation is not just students attending class but engaging with other students and teaching staff.

4.1.16. Class Activities

Short exercises and problem-solving activities which aim to enhance the attainment of knowledge by gathering information and articulating lessons learned. The goal of completing activities is to enhance students' understanding and skills in a specific area.

4.2. Submission of Assessment Items

Students are required to submit assessment items at the time and date specified in the Unit Outline. Assessment items submitted after the due date will be subject to a late penalty unless the Dean or his/her delegate has given prior approval in writing for an extension of time to submit that item, or if mitigating circumstances apply.

Assessments should be submitted in the form specified in the Unit Outline or as notified by the Lecturer. Where assessment items are submitted electronically, the date and time the email was received will be considered the date and time of submission. Written papers or other physical submissions are to be time and date stamped as a record of receipt.

4.3. Penalties for Late Submission

An assessment item submitted after the assessment due date, without an approved extension or without approved mitigating circumstance, will suffer a late submission penalty. The late submission penalty is a reduction of the mark allocated for the assessment item by 10% per day (or part thereof) of the total marks available for the assessment item as indicated in the Unit Outline. A 'day' for this purpose is defined as any day of the week including weekends. Assignments submitted later than two (2) days after the due date will not be accepted.

The Dean may grant extensions to assignment deadlines based on mitigating circumstances, including illness, at his/her discretion. To apply for an extension, the student must complete a Special Consideration Request Form with appropriate documentation. Mitigating circumstances refer to factors beyond the student's control that have negatively impacted their work or ability to work. Approval of a request is not guaranteed, and the lecturer and/or Dean will notify the student in writing of the outcome. In some cases, the outcome may involve the opportunity for the student to take a Supplementary Assessment/Exam.

4.4. Detection and Prevention of Academic Misconduct

Students are advised of the nature of cheating, contract cheating, use of unauthorised artificial intelligence, plagiarism, collusion and impersonation and the penalties in the Academic Misconduct Policy. This policy is communicated to the students through the:

- AIH Website;



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- Student Orientation;
- Student Handbook;
- Introductory session of each new unit of study.

Students may be required to submit all work in electronic copy so that it can be subject to electronic scanning by a plagiarism detection software to detect academic misconduct.

Practical, assessments/ exams might be utilised at least once per unit to ensure the student demonstrates mastery of the material in a controlled environment. Assessments should be comprehensive so that they re-examine knowledge that may have been demonstrated in other written assessments.

Students will be required to provide their Student ID Cards when sitting for any final assessment.

When setting assessment tasks, academic staff are encouraged to utilise methodologies that reduce the opportunity for students to reproduce work that has been completed in other circumstances, and to ensure that the student's work is their own.

Where there is doubt as to a student's understanding of content in their assessment or suspicions of submitted assessment not being authentic (that of the student), the student may be called upon to provide a VIVA. Where the student fails to adequately defend the content by demonstrating understanding or evidence of their work, the assessment item will be deemed as a fail grade and the process for academic misconduct as per the Academic Misconduct Policy will be instigated.

This section of the Student Assessment Policy must be read in conjunction with the Institute's Academic Misconduct Policy, which outlines the processes and procedures for dealing with plagiarism or other type of misconducts.

4.5. Assessment Feedback

Assessment feedback is given to help students understand their strengths and weaknesses in relation to the learning outcomes and assessment criteria for a particular unit or assignment. Feedback can help students identify areas for improvement, provide guidance on how to enhance their work, and ultimately help them to achieve their academic goals.

Feedback also serves as a means of communication between academics and students, facilitating a dialogue that can help to clarify expectations, reinforce good practices, and identify any issues or challenges that may be impacting the student's learning. Additionally, feedback can help to motivate students by providing recognition for their successes and acknowledging their efforts.

4.6. Special Consideration and Reasonable Adjustment

Students with a disability or a long-term medical condition, which may have an impact on their studies, can apply for reasonable adjustment by completing the Reasonable Adjustment Application Form. Students must apply for reasonable adjustment in writing to Student



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Services at the earliest opportunity upon enrolment or as soon as the condition is diagnosed to ensure that reasonable adjustments can be made available within required timeframes.

Students whose ability to submit or attend an assessment item is affected by sickness, misadventure, or other circumstances beyond their control, may be eligible for special consideration, but all medical grounds must include a medical impact statement, to be completed by the medical practitioner. (See appendix 1: Step to apply for special consideration due to serious illness and Medical Impact Statement Form) and submitted with the application form. The standard medical certificates may not be sufficient for the purpose of assessing a special consideration application for medical reasons. No consideration is given when the condition or event is unrelated to the student's performance in a component of the assessment.

Students must apply for special consideration by completing the Special Consideration Request Form and returning the form to Student Services within 3 days of the due date of the assessment item.

When considering the special consideration or reasonable adjustment application, the Dean or delegate may consider one or more of the following conditions:

- the student's performance in other assessment tasks in the unit;
- the severity of the event;
- the student's academic standing in other units and in the course;
- any history of previous applications for special consideration or reasonable adjustment, except where they indicate a specified chronic problem;
- supporting evidence such as Medical Impact Statement. The application may be rejected without external objective documentation;
- If the supporting documentation is in a language other than English, student must supply copies of the original language document/s, and a complete English translation of the original language document/s.

If an application for special consideration or reasonable adjustment is lodged, any one of the following outcomes may be appropriate:

- no action is taken;
- additional assessment or a supplementary examination is undertaken. The additional assessment may take a different form from the original assessment. If a student is granted the additional assessment, the original assessment may be ignored at the discretion of the Dean or delegate. Consequently, a revised mark based on additional assessment may be greater or less than the original mark;
- marks obtained for other completed assessment tasks in the unit are aggregated or averaged to achieve a percentage result;
- the deadline for assessment is extended;
- the student is allowed to discontinue from the unit without failure. This is unlikely to



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occur after an exam or final assessment has taken place;

- other arrangements as appropriate.

The student will be advised in writing of the final decision regarding their application for special consideration or reasonable adjustment at the earliest opportunity.

4.7. Resubmission

Where a student marginally fails a unit of study (i.e., has achieved a score of 46-49%) the Dean may recommend that the student be offered an alternative assessment to assess the students understanding of the learning outcomes. If deemed there is a good understanding of the unit learning outcomes and the student answered key questions a 50% pass grade can be awarded.

The Dean reserves the right to not award an alternative form of assessment if the student has not completed or attempted all other assessment items for that unit.

If the additional assessment task relates to the final assessment/exam for a unit, the temporary grade awarded will be GP. All GP grades must be finalised before the end of the following Study Period.

4.8. Review of an Assessment Decision

A student may request a review of an assessment decision in accordance with the Assessment Appeal Policy and the associated procedure.

4.9. Invigilated Assessment/Examination Rules

During an invigilated assessment/examination the Institute's rules will apply (refer to Appendix 2: Assessment/Examination Rules).

4.10. Security of Assessments

In preparation of an invigilated assessment, it is essential that Academic staff ensure the security of questions and papers, so that assessments/examinations are fair to all students and the opportunity for unfair advantage for any individual or group is precluded.

When questions are re-used in subsequent papers, variation is encouraged as far as practicable, within the constraint that questions requiring selected responses (including multiple choice variants) need to be trialled adequately to ensure their validity and reliability.

If the security of any paper is compromised, the Unit Coordinator, Program Manager and the Dean should be notified immediately. An alternative paper will then need to be set.

Access to enter or alter results in the Student Management System will be restricted to key personnel. Lecturers and students will not be permitted under any circumstance to have access to enter or alter results in the Student Management System.

All staff must ensure the security of marks to ensure that these are not accessed by unauthorised persons. Any suspected breach should be reported immediately to the Registrar and the Dean.



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4.11. Security and Processing of Results

It is important to ensure security of marks and results during their entry, calculation, and process before ratification to prevent any fraudulent alterations.

Academic staff must:

- assemble all marks and records of assessment for the unit of study;
- ensure security of marks;
- arrange the collation of marks;
- verify the returned result from evidence such as mark sheets, annotated examination scripts, and marked assessments in the Learning Management System (Moodle);
- submit the results to the relevant Unit Coordinator by the required date;
- keep appropriate records to justify the final mark.

The Program Manager will provide final results after moderation (after moderation, refer to the Internal Assessment Moderation Policy and Procedure for further information) to the Dean for discussion, analysis, and confirmation of results. Upon confirmation, the Program Manager will provide the final results records to the Registrar or delegate who will store the records in a secure location and prepare a final report for the Board of Examiners and the Grade Release Committee. For further information on the Board of Examiners and the Grade Release Committee, refer to the Academic Quality and Governance Framework.

After the final results are approved by the Board of Examiners and the Grade Release Committee, the Registrar or delegate will enter the results into the Student Management System.

4.12. Amending Results

If an Academic staff member requests to change a result (mark or grade) after the result has been entered into the Student Management System, the Academic staff member must first get approval by the Program Manager, who will seek further approval by the Registrar or Dean or delegate. The Registrar or the Dean will approve the request after consideration of an explanation for the change.

The Registrar or delegate will be responsible for updating the result in the Student Management System.

4.13. Requirements for Successful Completion of a Unit of Study

- a. Students achieve at least 50% of the total marks for the unit of study to pass the unit.
- b. A Supplementary Assessment may be given to students with approval from the Dean who have failed a unit and obtained total marks between 46 – 49% (inclusive) provided the student has completed all other assessment items.
- c. A Supplementary Assessment can only be offered to a student once per Study Period with passes in all other units.



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5. Version Control

This Policy has been endorsed by the Australian Institute of Higher Education Academic Board as of April 2023 and is reviewed every 3 years. The Policy is published and available on the Australian Institute of Higher Education website <http://www.aih.nsw.edu.au/> under 'Policies and Procedures'.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2016-1	Registrar	Updated template	6 July 2016	6 August 2016
2017-1	Ms. McCoy	Incorporated communication policy indicators	22 February 2017	6 March 2017
2017-2	Registrar	Removed procedure relating to assessment moderation and added to Internal Assessment Moderation Policy and Procedure. Included Examination Rules in the procedure. Included internal procedure for maintaining security, processing, and amending results.	7 June 2017	13 June 2017
2018.1	Registrar	Updated the Policy owner and responsible officer Updated the late arrival time for 1-hour exam Updated the toilet break is permitted only 1 for 1-hour examination	12 December 2018	13 December 2018
2019.1	Registrar	Updated the Special Consideration & Reasonable Adjustment Rules and Medical Impact Statement Form Added: Appendix 2: Step to apply for special consideration due to serious illness	20 March 2019	21 March 2019
2019.2	Registrar	Updated the Policy Owner and Responsible Officer to Principal	1 July 2019	2 July 2019
2021.1	Registrar	Updated the Policy Owner and Responsible Officer to CEO/Principal	14 April 2021	15 April 2021
2021.2	Registrar	Changes to assessment process and removal of the SX grade in the Grade Schema/Criteria. Clarification of assessment types.	8/09/2021	1/11/2021
2021.3	Dean	Changes to forms of assessments	3/11/2021	15/11/2021
2022.1	Registrar	Updated Higher Education Standards Framework [Threshold Standard] 2021	25 May 2022	25 May 2025
2022.2	Dean	Supplementary Assessment update	8 July 2022	9 July 2022



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2022.3	Dean/Program Manager Business	Updated to include artificial intelligence academic misconduct and late submission changes for block delivery	7 November 2022	7 November 2022
2023.1	Dean/Program Managers	General review and update Policy owner changed from CEO to Dean 5/04/2023	5 April 2023	6 April 2023



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Appendix 1: Steps to apply for special consideration

STEPS IN APPLYING FOR SPECIAL CONSIDERATION

1. Complete the Special Consideration Request Form: <https://aih.nsw.edu.au/wp-content/uploads/2017/09/Special-Consideration-Request-Form.pdf>.
2. Gather your supporting documents (see the next section).
3. Submit the Special Consideration Request Form and supporting documents to student services via email: studentservices@aih.nsw.edu.au or in person at the reception.

WHAT EVIDENCE IS REQUIRED?

Every special consideration application must include a **valid supporting** document as evidence to support your claim. You may be required to submit original copies of the supporting documents to student services.

The following documents may be submitted as supporting documents for each of the following cases:

Students who are affected by illness/ mental health grounds

Students affected by illness, injury or misadventure, mental health condition must print the Medical Impact Statement form, sign the student declaration part, and have it completed and endorsed by the relevant Medical Practitioner. You can download Medical Impact Statement form from the AIH website (<https://aih.nsw.edu.au/current-students/student-forms/>) or pick a copy from the reception.

Who can complete and sign Medical Impact Statement?

The Medical Impact Statement must be completed and endorsed by one of the following;

- registered medical practitioner with a Medicare provider number;
- registered psychologist;
- registered counsellor.

Students who are affected by other circumstances.

Students affected by circumstances other than medical or mental health issues must submit an independently verified document such as a:

- police report for incidents;
- an official letter from a funeral director/ death certificate;
- copy of a summons or court order;

Who can issue an independently verified document?

The independently verified document may be issued by any of the following:

- Senior officer, emergency services;
- authorized officer, Australian Defence Force;



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- authorized officer, Police Force;
- a judge, or an authorized officer.

The official letter should be written on an official letterhead of the issuing institution and must include the following information:

- Student's full name and ID number;
- details of your circumstances;
- impact on your ability to study;
- name, signature, and contact details of an appropriate representative;
- date the statement was issued.

Students affected by unexpected circumstances

In situations where there is an unexpected circumstance that cannot be confirmed by a registered professional or official body or an independently verified document cannot be obtained, the student must submit a statutory declaration.

A statutory declaration is a written statement which you sign and declare to be true before an authorised witness (example, Justice of the Peace, lawyer, notary public).

The statutory declaration should include the following details:

- your full name and student number;
- nature of the unexpected circumstances;
- duration of the circumstances (start and end date);
- impact on your ability to attend exams, classes or complete assessments or details of any group assessment that might be affected.

You can download a [NSW statutory declaration form](#) or [VIC statutory declaration form](#) (opens an external site).



Appendix 1 (Continued): Medical Impact Statement

AIH Special Consideration Medical Impact Statement

This Medical Impact Statement must be completed and signed by a registered medical practitioner or registered psychologist or registered counsellor for a student whose class attendance during a teaching period or whose assessment item or items, including examinations, in-class presentation and quiz has been seriously affected by illness, injury, or misadventure.

1. Student details and declaration

SID _____ Surname _____ First Name _____

I hereby consent to relevant information being provided by my registered medical practitioner/ registered psychologist/ registered counsellor and agree that they may provide verification of this Medical Impact Statement if requested by the Australian Institute of Higher Education. I understand that I must keep the original copy of any document(s) submitted in support of a special consideration request and that AIH may request for the original copies of the documents to be submitted at any time during my study period until my degree has been conferred, or my enrolment otherwise cancelled.

2. Student circumstances and impact

I have examined OR The student reports they are suffering from (optional):

The student and I have discussed the nature of the illness or the mental condition that the student is suffering, and I have determined that the impact on the student’s capacity to complete assessment item(s) is as follows:

Degree of Impact	Date	
	From	To
Unable to assess the impact on the assessment item. The impact of the student’s condition is not able to be determined.		
No impact on the assessment item. The condition does not have an impact on the student’s capacity to sit for the exams / complete the assessment.		
Minor impact on the assessment item. The impact of the condition is not serious and has not had a significant impact on the student’s capacity to sit for the exams /complete the assessment(s).		
Moderate impact on the assessment item. The impact of the condition is not severe and the student’s capacity to sit for the exams /complete the assessment(s) is moderately affected.		



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Severe impact on the assessment item. The impact of the condition is serious in nature and the student is severely affected. The student cannot sit for the exams /complete the assessment(s) or the student's performance in the exams/ assessment will be severely affected.		
Total incapacitation. The impact of the condition is extremely serious in nature, and it is impossible for the student to sit for the exams /complete the assessment(s)		

Additional comments

3. Registered Practitioner Details

Registered Provider Name _____ Registration No.

Address _____ Contact No.

I declare that I am not in any way related to this student. The medical assessment herein is based on my professional opinion/examination and/or the student's medical history. I authorise AIH to contact me or my office to confirm the authenticity of this Medical Impact Statement.

Registered Practitioner's signature _____

Date ____/____/____



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Appendix 2: Assessment/Examination Rules

EXAMINATION RULES

The following describes the rules for examinations, including breaches of procedures governed by the Student Assessment Policy and Procedure and the Academic Misconduct Policy and Procedure available on the AIH website (<http://www.aih.nsw.edu.au/>) under Policies and Procedures.

General Procedures

1. Students who arrive more than 20 minutes for 2 hours exam and more than 10 minutes for 1-hour exam after the published examination start time will not be permitted to enter the examination room. For short quizzes with a duration of less than 20 minutes, students will not be permitted to enter the examination room once the quiz has ended.
2. Students must sit in the seat that has been allocated to them.
3. Examination start and finish times will be strictly applied.
4. Mobile phones, smart watches, notes, bags, and any other personal belongings must be left where directed by the invigilator. No notes or mobile phones should be left in pockets and any smart watches must be removed and left where directed by the invigilator. Anyone caught in possession of unauthorized belongings will instantly receive zero marks or a fail grade for the assessment.
5. No hats or other headwear is to be worn unless required for religious observance or medical reasons.
6. Student ID cards must be displayed on the desk for the duration of the examination.
7. On completion of the examination, students are to leave the venue when instructed by the exam invigilator and not communicate with any student still completing their examination.
8. Any student disrupting an examination may be required to leave the room and may be reported under the Academic Misconduct Policy and Procedure.
9. There are 3 types of examinations:
 - a) **Open book examination** - In an open book examination, only hardcopies are permitted, no communication devices are allowed. Students are permitted to take textbooks and/or pieces of paper.
 - b) **Reference sheet examination** - Students will be advised prior to examinations if reference sheets are permitted. Reference sheets must be on the Institute issued template and notes must be handwritten, not typed. No other books or paper, including scrap paper, are permitted.
 - c) **Closed book examination** – No books or paper, including scrap paper, are permitted.
10. Electronic or hardcopy dictionaries are not permitted.
11. Programmable calculators or calculators with text capabilities are not provided nor permitted.
12. Students are to ensure that they have sufficient stationary and other permitted equipment



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required for the examination. The Australian Institute of Higher Education will not be able to provide these items.

During the examination

13. During reading time, students are not permitted to use a calculator or write on any examination material unless told otherwise by the invigilator.
14. Students may not commence writing until authorized by the exam invigilator. All students must stop writing when instructed by the exam invigilator.
15. No cheating or attempted cheating is allowed. Breaches of the following non-exhaustive list may result in a fail grade or a zero for the exam:
 - speaking to or communicating with any other student or reading out loud to oneself;
 - providing or receiving any form of assistance to any other student;
 - possession of unauthorized notes, papers, mobile phones or smart watches;
 - writing on hands, rulers, erasers, calculators, water bottles, drink cans, etc.;
 - talking while on toilet break;
 - placing notes in the toilet and accessing them during the examination.

Leaving the examination room

16. Students are not permitted to leave the examination room during the first 20 minutes of the published start examination time, or during the last 10 minutes of any examination.
17. Students wishing to permanently leave the examination room must raise their hand to alert the exam invigilator and remain seated until all examination materials are collected by the exam invigilator.
18. No examination materials may be taken from the examination room. Any permitted reference sheets must be submitted with the examination papers.
19. Toilet breaks
 - A maximum of 1 toilet break for 1 hour and 2 hours examination is permitted per student (unless reasonable adjustment requests due to medical reasons). Departures from the examination room are recorded and are at the discretion of the invigilator. Only one student at a time may leave the room (at the discretion of the invigilator);
 - Students are not permitted to bring additional items such as coats, mobile phones or water bottles to the toilet;
 - A student may be requested to empty their pockets prior to or upon returning from a toilet break;