



ASSESSMENT AND EXAMINATION POLICY (NO.1 OF 2026)

Policy Number: SINU/AP/02/2026
Policy Title: Assessment and Examination Policy
Policy Owner: PVC Academic
Policy Contact Officer: Manager, Standards and Quality Office
Key words: *assessment, moderation, examination, validity, reliability, competency, appeal,*

1. PURPOSE

1.1. The purpose of this Policy is to guide all staff in designing, delivering and managing assessments and examinations that ensure the integrity of results awarded by the University. Additionally, this Policy supports a quality student experience by setting out the principles that underpin sound assessment processes that ensure the integrity, fairness, transparency, consistency and validity of results awarded by the University.

2. POLICY STATEMENT

2.1. Assessment is central to the student learning experience and the key mechanism to assure the attainment of programme learning outcomes. Solomon Islands National University has a primary responsibility to create a nurturing learning environment which recognizes the importance of local culture and traditions, within a challenging curriculum. At SINU this is achieved by providing an experience where students' interests are the centre of assessment activities, including recognizing that students are often multilingual and come from highly diverse educational and cultural backgrounds. SINU is committed to ensuring that all assessment and examination practices comply with internal quality assurance requirements, SITESA standards, and applicable accreditation obligations.

3. SCOPE

3.1. This policy applies to all undergraduate and postgraduate coursework programmes, pathway programs and TVET Programmes. It does not apply to research degrees at levels 9 and 10 of the Solomon Islands Qualification Framework.

3.2. This Policy also applies to online, blended, offshore, partnership, and microcredential delivery arrangements where assessment contributes toward a SINU award.

4. DEFINITIONS

4.1. For this Policy the definitions are as follows:

TERM	DEFINITION
<i>Assessment</i>	<i>Means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or a vocational education and training (TVET) accredited programme</i>
<i>Assessment conditions</i>	<i>Means any mandatory conditions for assessment including the conditions under which evidence for assessment must be gathered, including any details of required equipment and materials; contingencies; specifications; physical conditions; relationships with team members and supervisor; relationship with client/customer; and timeframe. It also specifies the assessor requirements, including any details related to qualifications, experience and industry currency.</i>
<i>Assessment reliability</i>	<i>Means to yield consistent results across assessors and over time.</i>
<i>Assessment task</i>	<i>Means the assessment task sets out what students are required to do to demonstrate achievement of learning outcomes.</i>
<i>Assurance of learning</i>	<i>Means the quality assurance processes by which the University ensures that graduates of a Programme achieve stated learning outcomes.</i>
<i>Authentic assessment</i>	<i>Means an assessment requiring students to use the same combinations of knowledge, skills and attitudes that they would need to apply in relevant work or life situations.</i>
<i>Benchmarked standards</i>	<i>Means standards which have been confirmed through external referencing to assure the quality and validity of assessments and grading</i>
<i>Constructive Alignment</i>	<i>Means an outcomes-based approach to teaching in which the learning outcomes that students are intended to achieve are defined before teaching takes place. Teaching and assessment methods are then designed to best achieve those outcomes and to assess the standard at which they have been achieved (Biggs, 2014).</i>
<i>Criterion</i>	<i>Means a property or characteristic by which the quality of something may be judged.</i>
<i>Deferred</i>	<i>Means a rescheduled exam given to students who, due to exceptional</i>

TERM	DEFINITION
<i>examination</i>	<i>circumstances, are unable to attend their originally scheduled exam.</i>
<i>Diagnostic Assessment</i>	<i>Means an assessment used at the beginning of a unit to assess the learning strengths and weaknesses of Students, to establish a baseline of Student knowledge, skills or prior learning, so that learning and teaching delivery methods can be adjusted or modified to meet Student cohort needs.</i>
<i>Exceptional Circumstances</i>	<i>Means verifiable unexpected and/or exceptional personal or medical circumstances beyond the Student's control which:</i> <i>a) has had a substantially detrimental effect on a Student's ability to participate in or study for an Assessment Task; and</i> <i>b) the Student did not have a reasonable opportunity to prepare for in advance of the relevant study period.</i> <i>The following, depending on the context, may constitute Exceptional Circumstances, depending on the evidence provided by the student:</i> <i>• an onset, or acute flare-up, of a medical or psychological condition, illness, or trauma.</i> <i>• the death of, or an onset or acute flare-up of, a medical or psychological condition, illness, or trauma affecting, a close family member or friend.</i> <i>• recent separation or divorce from a de facto partner or spouse.</i> <i>• acute personal hardship or trauma, including being a victim of crime, sudden loss of income or employment resulting in severe disruption to domestic or study arrangements, or motor vehicle incidents preventing attendance.</i> <i>• emergency service or court order commitments.</i> <i>• representation at a national or international level.</i> <i>• representation in significant cultural events (other than events such as weddings, birthday parties, christenings, etc.); or</i> <i>• compulsory employment- travel.</i> <i>The following typically will not be considered as constituting Exceptional Circumstances:</i> <i>• routine employment.</i> <i>• lack of knowledge of the requirements of academic work.</i> <i>• difficulties with English language.</i> <i>• recreational or family travel.</i> <i>• moving house.</i> <i>• events such as weddings, birthday parties, christenings, etc.</i> <i>• misreading information in relation to an Assessment Task, such as submission or Examination dates or times; normal stress or</i>

TERM	DEFINITION
	<i>anxiety associated with examinations or coursework; or</i> • <i>Job interviews</i> • <i>Issues with transport including no bus fare</i> • <i>Enrolment at other educational institution</i> • <i>a matter which is already suitably addressed as part of a Student's Learning Access Plan.</i> <i>Determination of exceptional circumstances shall be made by the Unit Coordinator or delegated authority based on evidence provided, and authorised by the Faculty Academic Board.</i>
<i>Faculty Review Committee</i>	<i>Means a sub-committee of the Faculty Academic Board comprising, at a minimum, the Associate Dean, Teaching and Learning as Chair, a member of academic staff and a student representative appointed by the Faculty Academic Board. The Faculty Review Committee oversees unit grade review and appeals.</i>
<i>Formative assessment</i>	<i>Means an assessment that helps students and staff to identify strengths, weaknesses and ways to improve and enhance learning. Formative assessment provides students with feedback about the quality of their work and ways to improve. Formative assessment most frequently does not contribute to the final grade.</i>
<i>Grading</i>	<i>Mean the judgment or evaluation, in numerical or letter form, of a student's performance related to their understanding or application of concepts or skills, as demonstrated through assessment, including competency-based pass or fail grades.</i>
<i>Mandatory assessment task</i>	<i>Means task which must be passed to pass the unit.</i>
<i>Learning outcomes</i>	<i>Means a learning outcome is a statement of what a learner is expected to know, understand and be able to do at the end of a period of learning (e.g. Unit, programme), and how a student is expected to demonstrate their achievement of the learning.</i>
<i>Moderation</i>	<i>Means a range of quality assurance processes related to assessment that aim to ensure the validity and reliability of assessment tasks, criteria and standards.</i>
<i>Performance Criteria</i>	<i>Means performance criteria are the specific and measurable standards used to assess the quality and effectiveness of learners' performance.</i>
<i>Reasonable Adjustments</i>	<i>Means alternative arrangements that are made for students with verified health conditions or disabilities to meet the learning outcomes of a programme or unit.</i>

TERM	DEFINITION
<i>Rubric</i>	<i>Means marking guideline or grading schedule that provides students and teachers with details on how work is to be assessed. Rubrics are typically set out on a grid or table format and outline several relevant assessment criteria with corresponding quality standards.</i>
<i>Special Consideration</i>	<i>Means an adjustment that may be applied to mark awarded for an Assessment Task where Exceptional Circumstances exist. Special consideration is only provided on completion of an assessment task/examination and with evidence of verifiable circumstances.</i>
<i>Standard</i>	<i>Means a definite level of achievement aspired to or attained. Standards specify levels of quality (or achievement, or performance) for each criterion.</i>
<i>Secure assessment or method for Student Identity Verification (SIV)</i>	<i>Means a university system or process which verifies that an Assessment Task has been completed by the student who submitted it – also known as invigilated assessment.</i>
<i>Summative assessment</i>	<i>Means a formal method of assessment that provides information to judge the extent to which a student has achieved unit or programme outcomes. Summative assessment tasks are used to determine a final grade.</i>
<i>Supplementary Assessment</i>	<i>Means an assessment to support students' learning, their development, and to aid timely progression and completion. Supplementary assessment is not a re-assessment of the student's overall grade, or the mark for an individual assessment item, or a deferred assessment. A supplementary assessment is only offered to students who have an overall grade of between 45% and 49%. Supplementary assessment is not relevant to TVET, where a student may retake the assessment as per the Skills Package requirements.</i>
<i>Time-limited Assessment Task</i>	<i>Means an Assessment Task that must be completed by a specified date and time, for which an extension of time or deferment will be unavailable. Examples of time-limited assessment items might include Examinations or tests.</i>
<i>Valid assessment</i>	<i>Means to measure only what is intended to measure.</i>

5. POLICY PRINCIPLES

5.1. The central ideas of assessment are that:

- 5.1.1. Assessment plays an essential role in shaping student learning.
- 5.1.2. Assessment practices promote student engagement and support student learning, as well as judge levels of performance.
- 5.1.3. Assessment is an integral component of unit and programme design. Assessment tasks are aligned with the stated learning outcomes for the unit or programme.

- 5.1.4. To successfully complete a programme students must have demonstrated the learning outcomes specified for the programme, that is, assessment must be designed to assure learning.
- 5.2. Assessment methods and judgements must be reliable and subjected to moderation, peer review, and external benchmarking processes that demonstrate the assurance of learning outcomes over time.
- 5.3. Assessment task design must ensure validity – that is, be a robust measurement of stated learning outcomes.
- 5.4. Assessment is central to the student experience, and as such teaching staff must:
 - 5.4.1. ensure consistency in the University's expectation of workload across units.
 - 5.4.2. spread assessment load and intensity across the study period.
 - 5.4.3. provide a variety of types of assessment.
- 5.5. Assessment tasks should be diverse to ensure engagement, assure learning and support inclusive practices such as catering for diverse students. A variety of assessment methods, tools and techniques are be used to minimise disadvantage and create an engaging learning experience.
- 5.6. Assessment tasks should reflect real world tasks, that is they are authentic.
- 5.7. Assessment task design should actively value and include Indigenous Knowledge systems, practices and perspectives, including opportunities for collaboration and assessment that is co-designed with students. Faculties are encouraged to design procedures to operationalize Indigenous Knowledge integration and culturally responsive assessment.
- 5.8. Good assessment practices promote academic integrity. Academic integrity is both a staff and student responsibility. Good assessment design can educate students about academic integrity and minimise academic misconduct.
- 5.9. Assessment design must recognize generative artificial intelligence (GenAI) capabilities and ensure that learning across units and programme learning outcomes are assured following the SINU Acceptable Use of Artificial Intelligence in Teaching and Learning Policy.
- 5.10. Assessment task instructions within units must include conditions for acceptable use of Gen AI.

- 5.11. Good assessment practice gives students timely feedback on their learning. Quality feedback is clear, constructive, and actionable, enabling students to make sensible judgements about modifying aspects of their academic performance to achieve the Programme outcomes.

6. POLICY INFORMATION

General Assessment requirements for all units.

- 6.1. Students must complete the published assessment tasks. In verified exceptional circumstances supplementary or alternative assessment may be allowable within a Unit. Where no variation to the published assessment tasks can occur due to professional accreditation or other requirements, the unit outline must clearly state this.
- 6.2. Assessments for a unit must be designed to assess student learning outcomes in the most efficient manner.
- 6.3. The type and number of assessment tasks must be proportionate to student workload represented by the credit weighting of the unit – that is 10 hours per credit point as described in the Curriculum Programme and Unit Design Policy.
- 6.4. To support transition to university, all first-year units require at least one assessment task (formative or summative, with feedback) to be completed within the first 4 weeks of the study period.
- 6.5. Units must have more than one summative assessment. The length, depth and complexity of each assessment task should reflect the level of the unit on the SIQF.
- 6.6. All formal assessments contributing to the University's award must be conducted in English, except in the case of units teaching languages other than English.
- 6.7. To ensure the integrity of unit assessment, at least 50% of the total assessment within each unit must be classified as *secure* assessment, that meet the following conditions.
 - 6.7.1. **Observed exam or test** - Exams and tests are assessment activities which are time-limited, observed and/or invigilated by trained staff, and require students to respond to previously unseen questions, problems or material.
 - 6.7.2. **Interactive oral assessment** - Involving staff engaging students in a dialogue about their understanding of a topic area they are studying. Students respond to structured or semi-structured questions about a topic area in real-time.
 - 6.7.3. **Performance** - assessment activities in which students demonstrate skills in real time, in person, and in a controlled environment.

6.7.4. **Observed work integrated learning, internship or placement** - experiences where students are supervised in the workplace and assessed based on their demonstration of skills and understanding in the workplace context or field based experiences.

6.8. Examples of assessment methods and whether they can meet the conditions of 'secure' assessment are noted in Table 1 below.

Table 1: Assessment methods

Written Assessments – only secure assessment if completed under observed or exam/test conditions with previously unseen questions.	
Type	Description
Abstract	A short summary of a Research article or paper.
Annotated bibliography	A list of texts, primary sources and internet sites on a specified topic, with commentary, using a specific referencing convention.
Case study	An analytical account of an instance or event relating to a person, group or organisation within its real-life context applying discipline specific models, constructs and Research literature.
Critique (written)	A constructive criticism or judgement based on a pre- determined set of criteria.
Diary	A record of learning over a set period interspersed with reflective commentary.
Essay	An extended prose response to a set question, problem or issue. May also include essay plans that provide an overview of the preparation, planning and reading associated with a selected topic.
Journal	A record of news, events, experiences, or observations of a personal nature that are maintained on a regular basis (e.g. daily, weekly), interspersed with reflective commentary.
Literature review	Assessment of a body of Research that addresses a Research question.
Online forums	Contribution to an online discussion with peers.
Planning document	A detailed proposal for doing or achieving something including, but not limited to, a project plan, financial plan, business plan, design plan, engineering plan, lesson plan, marketing plan, communication plan, strategic plan, professional development plan, treatment plan, clinical plan.
Portfolio	A compilation of work completed over a unit/programme including but not limited to an ePortfolio, learning story portfolio, leadership

	portfolio, language portfolio.
Problem solving	A task to solve a problem of limited scope using predetermined rules or techniques such as an experiment or case scenario- based task. This Assessment type can lead to various outputs such as reports and oral-visual presentations.
Quiz	Responses to a set number of questions including but not limited to short answer and multiple-choice.
Reflection (personal or clinical)	A personal response to an experience, situation, event, or new Information, and may include the communicating of thoughts and feelings, explore learning or gain self-knowledge.
Report	A structured written product that follows a discipline specific report format including but not limited to major lab report, formal lab report, scientific report, business report, tender bids, funding applications.
Research (paper)	A written investigation of a selected topic using the required style of a particular discipline.
Research (project)	The building or testing of a theoretical position that is not part of a Thesis or dissertation.
Research (Thesis)	A long essay or dissertation on a particular subject or Research project completed as part of a Programme
Workbook	An objective record of observations or completed tasks that have been attempted (e.g. lab workbook).
Oral Assessment – Secure assessments	
Critique (oral)	A constructive criticism or judgement based on a pre- determined set of criteria.
Debate or moot	An argument for or against a specific question or topic.
In class- participation	Assessment strategy to encourage students to participate in class discussion, and to motivate students to do the background reading and preparation for a class session that has clear guidelines for any marks awarded.
Interview	A dialogue, between two or more people, which is intended to generate Information, or identify problems, issues or strategies.
Poster presentation	A visual way to communicate findings using a large poster, often accompanied by a brief verbal explanation and opportunities for audience questions.

Presentation (individual, group, multimedia)	An oral presentation or speech on a specific topic that may also include multimedia materials or other presentation aids.
Role Play	Students assume specific characters or roles within a simulated scenario to practice skills, explore perspectives, and gain a deeper understanding of a subject matter.
Tok Stori	Sharing stories and experiences to build relationships, foster understanding, and explore complex issues in a dialogical way.
Viva voce	An oral response to a set of tasks, questions, or problems that are provided in spoken form.
Practical Assessment – secure assessment	
Practical	A demonstration of a professional or practical knowledge or skill.
Demonstration	A demonstration of a professional or practical knowledge or skill relating to a classroom practice, clinical Procedure or laboratory Procedure.
Direct observation	Assessment in real time in the workplace or simulated off-the-job situation that reflects the workplace, including role-plays. The ability for ‘live’ interaction between the assessor and the student or active participation between the assessor and the student or the ability to have verbal conversations during the assessment process is often included.
Laboratory skills	A demonstration of technical laboratory skills or practical skills including but not limited to lab exercises, demonstration, professional skill simulation.
Objective Structured Clinical Examination (OSCE)	Objective Structured Clinical Examination is a form of performance-based testing used to assess a student's clinical competence, particularly in healthcare fields, involving a series of stations where students rotate performing specific clinical tasks.
Work Integrated Learning Performance	A demonstration of a professional or practical competency in a workplace or community context, such as an internship, field experience, clinical placement, community service or practicum.
Poster presentation	A 2D or digital representational work for public display including but not limited to the graphical summary of learning, an argument, concept or idea.
Design Assessment – Secure assessment if direct observation is included	
Practical	A demonstration of a professional or practical knowledge or skill.

Design	A 2D or 3D representation of an object, process or system including but not limited to interior, building or structural plans, software programs, scale models or other visual representations.
Model (theoretical)	A representation of a theoretical event, process or phenomenon.
Technical and/or scientific artefact	A tangible product of technical and scientific artefact effort including but not limited to problem sets, computer scripts, engineering drawing or developing an ICT item (e.g. app, game, webpage).
Examination – secure assessment	
Final examination	An examination that takes place during the Formal Examination Period of the University at the end of a term/semester administered by Student Academic Services.
School/Faculty based examination	Any examination administered by a School, Faculty or other academic organisational unit.
Take-home examinations	A take-home examination is provided to Students 24 hours before the due date and time.
Viva voce	A viva voce is performed under time constraints (e.g. 1 hour in length) and involves an oral response to a set of tasks, questions or problems that are provided in spoken form.

Based on the University of Southern Queensland: Assessment Types Schedule USQ

7. General Assessment requirements for all Pathway and Higher Education units.

The following requirements apply unless a specific variation is approved by Senate.

- 7.1. There will be no more than five assessment tasks in any unit. Most units will have 3-4 summative assessment tasks only. Any variation exceeding five assessment tasks requires approval by the Faculty Academic Board.
- 7.2. Each unit must have an assessment plan which sets out clearly the way in which the result for the unit is calculated, including weighting, due date and whether the task is mandatory to pass as per the following table:

Assessment task	Weighting	Secure assessment Y/N	Mandatory to pass (Yes or No)	Due date

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- 7.3. A single summative assessment must be weighted no more than 70 percent of the final mark, unless it is a thesis unit.
- 7.4. A mandatory-to-pass assessment task in any unit must be clearly specified and appropriately weighted (typically at least 20% of the final unit mark).
- 7.5. All units should provide students with early feedback/assessment in relation to their progression towards unit or programme learning outcomes.
- 7.6. If an assessment based on group work exceeds 30 per cent of the total marks for a unit, individual contributions will also be assessed to make sure all students contribute equally – that is no ‘free riding’. Methods for assessing individual contribution may include peer evaluation, reflective statements, viva voce, contribution logs, or individual components.
- 7.7. All assessment items must have explicit assessment criteria expressed in a marking scheme or rubric aligned with the learning outcomes that provide the basis for evaluating and differentiating the quality of a students’ work.
- 7.8. If participation in class activities is assessed, it should be clear how it relates to unit learning outcomes, and on which type of criteria it will be judged.
- 7.9. Attendance may be required for the successful completion of a unit. This may be to meet standards for professional accreditation bodies, practice-based assessment tasks, and/or work-integrated learning. Attendance requirements should comply with principles of reasonable adjustment and equitable access for students with verified circumstances: Where attendance is required:
 - 7.9.1. attendance will be recorded but zero marks will be assigned; and
 - 7.9.2. the minimum required attendance as a percentage will be specified as a requirement in the unit outline; and
 - 7.9.3. if a student does not meet the attendance requirements, a final passing grade cannot be awarded unless there are verified exceptional circumstances.
- 7.10. For all written assessments, where relevant, guidance is given to students on the maximum word limit. Where word limits apply, students must be informed of the word limit, and what is included.

- 7.11. Where an assignment exceeds the word limit by more than 10%, a penalty may be applied. Any penalty for exceeding word limit for an assessment item/task in a unit must be clearly communicated to the student in the unit outline.
- 7.12. Each unit must provide guidance and links to support materials on the most appropriate referencing style for the discipline/faculty.

8. General Assessment requirements for all TVET units

- 8.1. All assessment practices must meet the assessment requirements of a unit of competency as set out in the relevant training package.
- 8.2. Assessment requirements specify the evidence required and the conditions for assessment.
- 8.3. An assessment method comprises several components which ensure assessment is conducted in a manner that is fair, flexible, valid and reliable. These components include:
 - 8.3.1. The context and conditions of assessment.
 - 8.3.2. The tasks a student must complete to demonstrate competency, with reference to occupational requirements and industry needs.
 - 8.3.3. An outline of evidence to be gathered from the student.
 - 8.3.4. Evidence and criteria used to judge the quality of performance, including marking criteria and rubrics.
 - 8.3.5. Administration, recording and reporting requirements.
 - 8.3.6. The performance evidence lists the skills to be demonstrated, as well as the frequency (or volume) required.
 - 8.3.7. The knowledge evidence describes what the student must know to safely and effectively perform the work task.
 - 8.3.8. Any mandatory conditions for assessment, including any details of required equipment and materials; contingencies; specifications; physical conditions; relationships with team members and supervisor; relationship with client/customer; and timeframe.
- 8.4. Some units of competency mandate workplace assessment involving real working conditions while the student is “on the job” and including interactions with others. Assessment requirements may require workplace placement (for example, through mandated hours) or may specify a condition that assessment must be demonstrated in a workplace.
- 8.5. Many units of competency allow the use of simulation for assessment by creating realistic conditions that reflect those typically found in the workplace. Assessment

requirements may also allow assessment under simulation to complement workplace assessment where not all the requirements of the unit can be assessed. Assessment requirements in some units of competency may mandate that assessment is only undertaken under simulation, because of confidentiality, safety or security reasons.

9. Assessment of work integrated learning/placement units

- 9.1. All work integrated learning (WIL) units should be designed to include explicit statements about the purpose of the WIL activity, performance expectations about what a student will do before, during and after the experience.
- 9.2. Methods of assessment for work integrated learning tasks can include:
 - 9.2.1. Learning agreements that ensure industry partners, the Unit Coordinator and Student agree as to what the requirements for the placement and criteria for success.
 - 9.2.2. Reflective assessments that encourage students to document their experiences and learnings while planning for future action.
 - 9.2.3. Workplace feedback from peers and coworkers that highlight skills demonstrated and those needing improvement.
 - 9.2.4. Portfolio assessment that collects evidence of meeting requirements of a placement/WIL experience.

10. Supplementary assessment

- 10.1. Supplementary assessment is provided to support students' learning, their development, and to aid timely progression and completion. Supplementary assessment is not a re-assessment of the student's overall grade, or the mark for an individual assessment item, or a deferred assessment.
- 10.2. Supplementary assessment consists of a new item (or items) of assessment designed to give students an additional (i.e. supplementary) opportunity to demonstrate their satisfactory attainment of specific learning outcomes as specified for the unit.
- 10.3. Supplementary assessment is only available for students with an overall unit result range of 45% to 49%, after consideration of the achievement of all learning outcomes for that unit.
- 10.4. Supplementary assessment is not available for placement or work-integrated learning.
- 10.5. Supplementary assessment requires that the student has satisfied any compulsory attendance requirements for the unit; and the student has passed any 'mandatory to pass' assessment tasks.

- 10.6. A student will be offered only one supplementary assessment in one unit per semester (or study period) regardless of whether the student is studying full-time or part-time (i.e. regardless of the total number of units studied in the semester or study period). Students must pass all other units of study in that semester or study period.
- 10.7. A supplementary assessment is an additional and new assessment task or tasks. A supplementary task is specifically designed and targeted to assess learning outcome/s in which the student has not sufficiently demonstrated achievement in one or more of the assessment tasks for the unit and is designed by the Unit Coordinator.
- 10.8. All offers of supplementary assessment must be documented, requested and approved in accordance the Faculty Academic Board requirements.
- 10.9. The Supplementary Assessment task will be offered and undertaken by the student within 30 days of the official end of the semester of the relevant unit.
- 10.10. When a student is offered a supplementary assessment, the grade recorded will be SA.
- 10.11. When offered supplementary assessment, the student must advise the Unit Coordinator if they will (or will not) accept the offer within three calendar days of the offer.
- 10.12. If a student chooses not to accept the offer of supplementary assessment or later fails to complete a supplementary assessment that was offered and accepted, the interim grade will be converted to a 'Fail' grade.
- 10.13. If a student passes the supplementary assessment, the highest mark they can achieve is 50%.
- 10.14. If a student fails the supplementary assessment, a fail grade will be recorded.

11. **Submission of assessment**

- 11.1. Deadlines for submission must be communicated to students; this communication must be clear, explicit and stated via unit outlines and within the Learning Management System or other approved system as required.
- 11.2. Submission of assessment must be accompanied by a statement that declares that the student acknowledges that the work submitted is wholly that of the student. The following statement is an example:
 - I hereby confirm that the submitted work is entirely my own and I have not used the services of any agency or person(s) to complete the task, and referenced all

relevant sources appropriately, consistent with the University policies. I confirm *that the work for this assessment task does not involve plagiarism, collusion, contract cheating, or unauthorized use of artificial intelligence.*

- 11.3. Deadlines for submission of an assessment task must not coincide with the pre-examination study break.
- 11.4. Methods for granting of extensions to the submission deadline for assessed work must ensure that all students are treated fairly and consistently.
- 11.5. A request for an extension to an assessment due date must be submitted to the Unit Coordinator as soon as it becomes evident that an extension is needed, but no later than one calendar day after the assessment task submission due date and time.
- 11.6. A request for an extension to an assessment due date must be accompanied by supporting documentation corroborating the reason for the request. This includes evidence of exceptional circumstances or compassionate grounds.
- 11.7. Late submissions must be outlined in the unit outline and may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
 - One day: deduct 5%.
 - Two days: deduct 10%.
 - Three days: deduct 20%.
 - Four days: deduct 40%.
 - Five days: deduct 60%.
 - Six days: deduct 80%.
 - Seven days: A result of zero is awarded for the assessment task

12. Assessment Information for students

- 12.1. Assessment information for Students will be detailed in a designated location in the Learning Management System (LMS) and must include details of:
 - 12.1.1. the Assessment Type.
 - 12.1.2. the Assessment Task requirements.
 - 12.1.3. the relevant unit Learning Outcome(s).
 - 12.1.4. the weighting; the due date and time (and penalties for late submission or exceeding word limit).
 - 12.1.5. Any task that is mandatory to pass to successfully complete unit.
 - 12.1.6. The marking criteria and standards or rubric or the performance criteria.
 - 12.1.7. Whether the task is to be completed individually or in a group.
 - 12.1.8. Acceptable use of artificial intelligence tools

12.1.9. Exemplars and examples of requirements as appropriate.

13. Moderation of marking and grading

- 13.1. Moderation must occur prior to release of final grades and records of moderation activities must be retained for quality assurance purposes.
- 13.2. Moderation is required in every unit to ensure appropriate and consistent marking occurs within units, and that assessment is fair and reliable.
- 13.3. Moderation approaches include, but are not limited to, the following:
 - 13.3.1. Marking moderation exercises: where a group of assessors independently mark sample pieces of work, then compare and discuss the marks to establish consistent marking standards.
 - 13.3.2. Double blind marking: where two assessors independently mark a piece of work, then agree on a mark.
 - 13.3.3. Double open marking: where two assessors jointly mark a piece of work; and
 - 13.3.4. Second marking: where a second assessor reviews a marked piece of work to confirm or challenge the mark.
- 13.4. Unit Coordinators must store de-identified samples of completed Assessment Tasks across a range of grades for moderation and quality assurance purposes.

14. Feedback on assessment tasks.

- 14.1. Students must be provided with feedback on all assessed work highlighting strengths and weaknesses with specific examples and explanations; and offer constructive suggestions about how to improve.
- 14.2. Feedback will normally be provided within ten working days, but no longer than 15 working days (for large student cohorts >200) following the deadline for submission of the assessment task. Any variation in feedback time, due to exception circumstances, such as marker illness, must be approved by the Associate Dean, Teaching and Learning.
- 14.3. Feedback can be provided in a variety of ways, with due regard to student wellbeing, including providing:
 - 14.3.1. Model answers to questions.
 - 14.3.2. Verbal comments to individuals and/or a class comment via email and/or online forums, to individuals and/or a class comment on presentations and participation in class.
 - 14.3.3. Individual grades/comments on each assessment task.

- 14.4. Marking of all assessment items/tasks must be based on pre-specified criteria – a marking guide or rubric.
- 14.5. Wherever possible and practical, information identifying students (other than student numbers) are kept confidential during the marking process.
- 14.6. Feedback, marks and associated grades (as required) on Summative Assessment Tasks, must be provided to Students with sufficient time to inform a Student's Examination preparation, and in any event within 15 calendar days after the submission of an Assessment Task.
- 14.7. Marked assessments and final grades must be returned to the Student in a manner that protects the confidentiality of the mark and the Student's work.
- 14.8. Unit Coordinators are responsible for storing grades in a secure manner consistent with guidance provided by the Associate Dean Teaching and Learning, including uploading to any central system.
- 14.9. Unclaimed Assessment Tasks remain Student property and will be kept for a period of 6 months after end of the Study Period, following which they may be disposed of in accordance with any relevant University record keeping processes.
- 14.10. Students are entitled to view their marked examination script within five University working days from receipt of release of results or during the first week of the next semester or trimester; however, this examination script remains the property of the University.

15. Lost Assessment Tasks

- 15.1. Where reasonable grounds exist to suggest that a Student has correctly submitted an Assessment, but the Assessment cannot be located by the University, an Associate Dean Teaching and Learning may offer the Student the option of reperforming the Assessment or performing a Supplementary Assessment within a reasonable period, that is 20 days of the due date.

16. Preparation and submission of examination papers.

- 16.1. All examination papers must be securely prepared, approved, and submitted in accordance with the published University requirements to Student Academic Services in time to meet all examination timetable deadlines.
- 16.2. All examination papers will be written by an examiner and reviewed by a co-examiner or Head of School as directed by the relevant Associate Dean Teaching and Learning and confirmed as accurate and appropriate through a signed statement.

- 16.3. Any resources permitted in the examination or variations to standard exam conditions are specified on the examination coversheet.
- 16.4. All examiners and co-examiners will complete a declaration that an examination complies with the Assessment and Examination Policy.
- 16.5. All standard and deferred examination papers will be submitted at the same time.
- 16.6. Copies of examination papers, or the contents of the examination, will not be made available to students prior to the examination. Staff access to examination papers will be limited to the examiner and approving staff.
- 16.7. A central examination must have a weighting of 20% or more of the total assessment for the unit where percentage weights are used.
- 16.8. Any final examination will have a specified duration of either 120 or 180 minutes.
- 16.9. Written examinations, paper-based or digital, must have 10 minutes of planning time added to the scheduled duration.
- 16.10. All examination papers must differ by a minimum of 25% from any paper previously used in that unit as assessed by the relevant Head of Department/School or ADTL.
- 16.11. Examination scripts remain the property of the University, and all used and unused examination papers will be returned to the examiner for secure disposal.
- 16.12. A student who wishes to defer an examination must apply in accordance with the advertised procedure using the prescribed form and pay any fee that is associated with the deferred exam.
- 16.13. Any deferred examination fee must be approved by Council and publicly communicated

17. Examination Information

- 17.1. The Unit Coordinator must ensure all students in a unit are provided with the same written information (or alternative formats for students with registered needs) about the format and nature of the unit's examination paper(s) through the LMS (Moodle) including permitted materials or resources.
- 17.2. The Unit Coordinator must advise all tutors, and teaching staff in the unit that they are not permitted to provide further information to students other than that which the Unit Coordinator has provided.

- 17.3. The examination timetable must be available to students at least 4 weeks prior to the examination date.

18. Conduct of central examinations

- 18.1. The examination timetable is set by the University Registrar. Included in the timetable will be the time, date, duration, campus details and venue, and access to a map.
- 18.2. The examination timetable will be constructed in a way to minimize overload or clashes for students.
- 18.3. The University Registrar must provide information in relation to examinations to all students in an accessible format.
- 18.4. A student must read or access all communications regarding examinations prior to the examination and alert Student Academic Services if the drafted examination schedule includes a 'clash' – that is two examinations scheduled at the same time or within 1 hour of each other.
- 18.5. A student must comply with directions given by an examination supervisor when undertaking an examination. Non-compliance may constitute misconduct and may be referred to the University Registrar as per Student Academic Integrity Policy.
- 18.6. A student must produce a valid SINU student ID card (which is current for the semester in which the exam is held) at the request of the examination supervisor or other identification that is recognized as a valid form of identity verification accepted by the University.
- 18.7. In the event a student is unable to produce the SINU Student Card (or approved alternative form of identification) the student will not be permitted to sit the examination unless there are verified exceptional cases, where alternative identity verification methods approved by the Examination Supervisor may be accepted, as approved by the University Registrar.
- 18.8. A student must not leave the examination room without the permission of the examination supervisor.
- 18.9. The examination supervisor may allow a student to leave an examination room at any time when the examination supervisor considers there are exceptional circumstances (for example, a medical emergency, as specified for any examination adjustments, or to use the restroom).

- 18.10. Unless authorised otherwise, students are permitted to bring the following items to on-campus examinations:
 - 18.10.1. suitable writing implements (may be held in a clear container),
 - 18.10.2. water in a clear bottle with the label removed.
- 18.11. The examination supervisor may confiscate any material or equipment which they reasonably suspect to be or to contain unauthorised material, and such material or equipment may be treated as “unauthorised material” under the Student Academic Integrity Policy.
- 18.12. A student must not leave an examination room with books, scripts or material provided to the student during the examination unless given permission by the examination supervisor.
- 18.13. If a student has a question during an exam regarding the content of the exam, they will be advised “to answer the question to the best of their ability” and will be given an opportunity to complete an exam condition report outlining their concern. A copy of this report will be provided with the completed exams and be available for consideration by academic staff.
- 18.14. Academic staff will be contacted if there is a significant issue with the instruction, question, or any extenuating circumstance that might affect the exam condition.
- 18.15. During exams, the Unit Coordinator or delegate must make themselves available at the time and date of their exam in order that they can be contacted.
- 18.16. Students are responsible for managing their time during an examination.
- 18.17. The Examination Supervisor will notify students when there are 10 minutes of the examination time remaining.
- 18.18. At the end of the examination time, students must:
 - 18.18.1. stop work by ceasing writing, typing or conducting practical work etc., as relevant.
 - 18.18.2. remain in their seat until all examination materials are collected and the Examination Supervisor has given them permission to leave and not communicate with other students until they have left the examination venue.
- 22. **Deferred examinations.**
 - 22.1. Students who are unable to attend a final Examination due to exceptional circumstances may apply for a Deferred Exam.

- 22.2. Applications for a Deferred Exam will only be considered when submitted using the Request for a Deferred Exam form.
- 22.3. Students who have entered an exam room or viewed an online examination paper are not eligible for a Deferred Examination.
- 22.4. Applications for a Deferred Exam must be received by Student Academic Services within 24 hours of the timetabled examination and include evidence of the exceptional circumstances.
- 22.5. Decisions relating to deferred examination applications may be reviewed in accordance with University review procedures.

23. ACCOUNTABILITIES - ROLES AND RESPONSIBILITIES

Role	Responsibilities
Associate Dean, Teaching and Learning	Promote quality assessment practices. Promote and ensure that prescribed University Examination procedures are followed including the accuracy of examination papers Provide guidance on moderation practices and ensure compliance at Faculty Academic Board. Ensure all Unit Coordinators store samples of assessment tasks for moderation and quality assurance processes. Chair the Faculty Review Committee and oversee the process for unit grade reviews and appeals.
Curriculum, Teaching and Learning Committee	Review actions of Faculty Academic Board to approve unit assessment methods are consistent with the requirements of this policy.
Examination Supervisors	Comply with all directions of the University Registrar Follow requirements of this policy in relation to exam supervision. Report all incidents and issues to University Registrar in a timely fashion.
Faculty Academic Board	Ensure all units and assessments is developed and reviewed consistent with the requirements of this policy. Review recommendations for supplementary assessment and

	deferred examinations to approve. Oversee moderation processes within the Faculty to ensure integrity of grades.
Faculty Dean or equivalent	Ensure University policies are followed. Support the Head of School/ADTL in the storage of assessment, examination and final grades. Make determinations in relation to appeal for final unit grades.
Head of School	Ensure individuals in schools/departments teaching areas comply with policy requirements Ensure requests for assessment task reviews are managed correctly.
Programme Coordinator	Ensure programme learning outcomes are assured through systematic analysis of unit assessments. Review final grade distributions and consider the appropriateness of assessment tasks.
Senate	Review reports of compliance with this policy and make recommendations for continuous improvement.
Standards and Quality Office	Ensure compliance with all policy requirements through comprehensive review of all published unit and programme requirements.
Student Academic Services (Examination coordinator)	Receipt of endorsed examination papers for preparation Return papers to the Examiner Ensure all examination papers are forwarded for printing under secure conditions. Provide secure storage for all examination papers prior to examination dates. Transfer completed and unused examination papers and students' scripts to a nominated campus. Provide secure storage of completed and unused examination papers and students' scripts until they are collected by academic staff for marking.
Unit Coordinator	Design unit assessment and examinations in alignment with unit learning outcomes using a variety of assessment task, ensuring at least 50% of tasks are 'secure' assessments.

	Design assessment tasks with clear instructions in relation to the use of artificial intelligence. Convey to students' clear advice about the learning outcomes of the unit, the assessment requirements, the relationship between the assessment requirements and the expected learning outcomes, the relative weighting of each assessment components, the due dates for submission and the method of assessment. Provide alternative assessments to students who have documented verified circumstances or a Learning Plan Submit examinations according to the published timeline. Undertake moderation of all assessment tasks, ensuring integrity of unit assessment. Ensure applications for extensions are applied fairly and consistently.
University Registrar	Ensure the timely publication of the final examination timetable. Ensure the appropriate arrangements are in place to assure the confidentiality and security of examination papers and results.

21. RELATED DOCUMENTS

- 21.1. Acceptable Use of Artificial Intelligence in Teaching and Learning Policy
- 21.2. Curriculum Programme and Unit Design Policy
- 21.3. Student Academic Integrity Policy
- 21.4. Results and Grading Policy

22. MONITORING AND REVIEW

- 22.1. The Unit Coordinator presents a Unit Report in relation to grade distribution, student evaluations, moderation of assessment and appeals to final grade to the Programme Coordinator on template provided by SQO.
- 22.2. The Programme Coordinator prepares a summary report of each Unit for the Faculty Academic Board on a template provided by SQO.
- 22.3. The Faculty Academic Board monitors moderation practices and grade distributions for each unit annually from a report presented by the relevant Programme Coordinator.

- 22.4. University Registrar records compliance with submission of examinations and issues in the conduct of examinations.
- 22.5. The Faculty ADTL presents an annual report to Senate in relation to compliance with this policy, moderation practices and improvement actions noted to comply with this policy.
- 22.6. The Standards and Quality Office may conduct periodic audits of assessment and examination compliance.

23. APPROVAL AND AMENDMENT HISTORY

Policy Approved by:	Council
Date policy first approved:	20 December 2019 (Original)
Date last modified:	8 September 2026
Effective Date:	1 st March 2027
Version control:	Version 2.0 – Second Approved Version
Next Review Date:	1 st March 2028