

Academic Assessment and Moderation Policy and Procedure

Supporting plans, policies and procedures	<ul style="list-style-type: none"> • Academic Integrity Policy • External Referencing Policy • External Referencing and Benchmarking Plan • Learning and Teaching Plan • Student Handbook • Student Complaints and Appeals Policy and Procedure • Credit and RPL Policy and Procedure • Academic Progress and Student at Risk Policy and Procedure • Course and Unit Development and Continuous Improvement Policy and Procedure
Related Legislation and documents	<ul style="list-style-type: none"> • Higher Education Standards Framework (Threshold Standards) 2021 • Tertiary Education Quality and Standards Agency (TEQSA) Act 2011 • TEQSA Guidance Note: Course Design (including Learning Outcomes and Assessment), 2017
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Background and Scope

This Assessment and Moderation Policy and Procedure provides guidelines on assessments and moderation in order to ensure consistency, fairness and transparency. The course structure ensures that assessment tasks are constructively aligned with learning outcomes. Assessments are a vital

part of learning and teaching and measure students' academic performance. As a measure of students' work all assessment tasks must be fair, valid, equitable and consistent.

This Policy and Procedure also provides guidelines for the maintenance and delivery of assessment standards at MIHE. It applies to all staff engaged in developing and conducting assessments, students and services provided at MIHE.

Definitions

Assessment	A process to determine the quality of student work against learning outcomes by awarding marks or grades based on a quality assured set of standards. Assessments are used to determine student achievement of expected learning outcomes and may include a range of written, oral and practical methods. It also includes gathering assessment information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of educational experiences; culminating when assessment results are used to improve student learning.
Assessment Criteria	Criteria used by assessors that guide them in the proper evaluation of students' knowledge, understanding and applications as they relate to appropriate learning outcomes.
Assessment Moderation	Procedures involved at the design, marking and results analysis stages of assessment to ensure that the marking of assessments within a course is both fair and consistent. It includes independent checking or verification of assessment results by a qualified person or committee.
Benchmarking	This involves testing the standard of any course or unit against comparable courses and units at the appropriate AQF level.
Census date	Date before which students can withdraw from a Unit without being liable for fees and without a result being recorded.
Cheating	Acting dishonestly or unfairly in order to gain an advantage.
Contract cheating or ghost writing	The practice of students hiring someone to complete assignment tasks on their behalf.
Criterion referenced assessment	The use of pre-determined written criteria based on learning outcomes to design marking rubrics, guides and schemas.
External peer review of assessment	A determination of the relevancy and equivalency of assessment materials against commensurate institutions for the purpose of quality assurance.
Formative assessment	Assessment of progress in a unit of study in order to identify possible at risk students or teaching that needs to be supplemented to improve Unit outcomes. As a matter of policy, each unit needs to have an early formative assessment., typically in week 3 or earlier.
Hurdle requirement	An assessment task that requires a minimum standard of performance in order to pass the unit or a requirement that a specified assessment task be completed in order to pass that unit.
Learning Management System (LMS)	Each unit will have its own LMS site where assessments can be lodged and checked with Turnitin™ to avoid plagiarism issues. Feedback on lodged assessments will be provided through the LMS.

	It will display news items for students and provide them with many resources such as lecture slides, reading material, assessment due dates, unit calendars and links to other relevant content.
Learning outcomes	A statement of the knowledge, skills and application a student has demonstrated and acquired.
Plagiarism	Not appropriately acknowledging the use of another person's ideas, designs, words or work.
Rubric	These are published assessment criteria linked to the ULOs that show how an assessment is to be marked. Normally they are accessed from the LMS.
Scaffolding	A matrix showing the types of content and assessment in each unit in a course. It is used to identify any gaps and overlaps and to ensure that content and assessment in the level 2 and 3 units build on the earlier Units.
Special Consideration	The process of a student applying for alternative assessment or consideration when they can demonstrate that a situation or circumstance beyond their control impacted on their assessment performance.
Summative assessment	Assessment of students' knowledge, learning and application of a unit as a whole in relation to the ULOs.
Turnitin™	Plagiarism checking software available to students and academics and accessed through the LMS.
Unit Learning Outcomes (ULO's)	The specific learning outcomes for knowledge, learning and application for a unit. These must be linked to the broader Course Learning Outcomes.

Also, refer to Glossary of Terms

Policy

Principles

Assessment of student achievement is paramount to the process of teaching and learning. Formative and summative assessment which is appropriately scaffolded allows students to improve their mastery of course and unit learning outcomes. In order to achieve these, MIHE will ensure the following assessment principles are adhered to:

- Students must be provided with a clear statement of academic expectations for each assessment task they are required to complete.
- Assessment is a motivator for students to acquire knowledge and skills and then apply them to business situations in order to prepare them for life as a business professional.
- Assessment tasks are aligned with appropriate unit and course learning outcomes while ensuring that assessment task weighting reflects the difficulty and preparation required to do the task.
- Assessment tasks are designed to include a variety of different assessment types that are inclusive and equitable for all students while allowing for alternative assessment procedures where appropriate for specific students.

- Assessment tasks are scheduled to allow for a manageable student workload across units as well as providing feedback in a timely manner so as to allow students to reflect on their progress within a unit.
- There should be an early assessment task in each unit to help identify at-risk students.
- Assessment tasks must undergo regular quality assurance procedures at the end of each unit delivery to ensure that they achieve the desired learning outcomes including moderation of marks to ensure consistency and to maintain academic standards as well as benchmarking of assessment criteria and standards through external peer review.
- MIHE fosters a culture of academic integrity through assessment practices in every unit. Thus, assessments must be based on the actual work of the individual student or group and hence MIHE must be vigilant to guard against and prevent student misconduct such as plagiarism or contract cheating.
- Assessment tasks must be designed with criterion referenced rubrics that provide students with a clear understanding of the different proficiency levels and cutoffs for scores.
- Where there are group assessments, there should be a component which measures the individual contribution and learning from the assessment.
- MIHE must engage staff in professional development regarding assessment literacy and capability in order to continually improve assessment practices.
- All students must be treated in fair, equitable, consistent and transparent manner.
- Student progress must be monitored, and students must be informed of unsatisfactory progress in order to identify students who need extra support.
- Students from under-represented or disadvantaged groups such as Aboriginal and Torres Strait Islander peoples may need extra support.
- Students must be provided with clear and easily accessible advice and guidance on assessment grievance and appeal procedures.
- Assessment practices are supported by professional development for academic staff to enhance assessment literacy and capability across MIHE.

Procedure

Types of Assessment Tasks

This section contains the different categories of formative and summative assessments used at MIHE as well as the academic integrity and moderation procedures used to ensure that students submit their own work.

a. Written assessment tasks including assignments

Refers to artefacts submitted by the student, which includes but is not limited to paper or hardcopy submissions, electronic files, models, physical objects and a portfolio of artefacts. The artefact(s) are evaluated *using predetermined written assessment criteria to determine a mark or a grade.

b. Performance assessment tasks

Refers to a student performance, which includes but is not limited to oral presentations, skills demonstrations, portfolio presentations or defense. The task is evaluated using predetermined written assessment criteria to determine a mark or grade and may be recorded through images, video or artefacts associated with the task such as PowerPoint slides.

c. Tests and Quizzes

These may be held in class or online. Quizzes are typically more appropriate for level one units and for early assessments in a semester.

Where they are conducted online, a new set of questions must be used each time a quiz is conducted, students give a random sample of questions that may be used and the time provided to complete the test must be sufficient for a competent student to complete all the test items.

The rubric must be identified to students in advance of any test. Normally a test or quiz should not comprise more than 10% of the available marks in a unit.

c. Examinations

These are assessments undertaken by students under controlled and invigilated conditions Marks are determined by using a predetermined written marking guide. An examination must not form more than 50% of the total assessment in a unit.

Most units will have exams and a hurdle requirement requiring students to obtain a minimum score of 45% on the examination.

d. Summative Non-Examination Tasks

Assessment tasks may be conducted under non-examination conditions in order to determine students' achievement of learning outcomes. These tasks include but are not limited to assignments, major papers, research reports and problem sets. A course capstone unit will normally have such an assessment, typically worth 50% of the total marks in a unit.

e. Group Assessments

Any group assessment must include a minimum of one individually assessed component worth at least 10% of total marks and which is clearly identified in the unit outline. Group assessments will not constitute more than 50% of the total assessment unless the unit learning outcomes require a focus on group processes.

f. Class Participation

Student attendance and participation is an important part of the learning process and consequently students may be assigned marks for class participation up to a maximum of 10% of the total marks in a unit. Attendance will be recorded as part of the student's academic record.

The members of the Learning and Teaching Committee must develop assessment tasks for each unit in line with the unit learning outcome, course learning outcomes and graduate attributes.

Assessments must be developed to ensure the following:

- A unit outline with all essential information such as ULOs mapped to relevant CLOs, content, delivery and assessment is available to the enrolled students before they commence their studies in that unit.
- Students' achievement of the unit learning outcomes being assessed in accordance with the unit content.
- Assessments are designed based on different criteria that matches the level of complexity for the level of study and allocated credit points to the particular unit.
- Any assessment within a unit will have minimum 10% and maximum 50% weighting. Each unit must have at least two assessments. At least one formative assessment must be in the early weeks of each unit.
- Scheduled appropriately to provide students adequate time to prepare and submit the assessments.

Assessment Moderation

The Academic Board will determine the timing and regularity of pre-assessment and post-assessment internal moderation procedures that will occur in all units.

Unit coordinators are required to submit the following items to the Course Director for pre-assessment and post-assessment moderation:

- Assessment items and marking rubrics
- Assessment tasks
- Marks awarded for the assessment item in an Excel spreadsheet
- Any other relevant and pertinent information
- Examinations and marking guides

Unit Coordinators are required to be involved in the following moderation procedures, which include:

- Constructive joint development of assessment items, marking guides and criteria-based rubrics
- Sample marking of borderline/fail assessments as well as a specific sample of assessments representing a range of grades

The Unit Coordinator is responsible for checking the Excel spreadsheet with the results of the assessment item including in relation to students who do not have a result. The Course Director is responsible for ensuring that moderation procedures are followed and that a Moderation Report is submitted to the Academic Board for review.

Assessment peer review

The Academic Board will decide on the timing and regularity of external peer review of assessment tasks and student work in all units. External peer review will benchmark a 10% sample that will be provided by each Unit Coordinator and which includes submissions that are graded borderline pass, mid-range and high-range grades. External peer review will be carried out by discipline experts who are teaching equivalent units.

The Course Director will consult with Unit Coordinator if significant discrepancies are identified in the external peer review with a view to redesigning the assessment in any unit.

Assignment Referencing

The Harvard referencing system is the prescribed style of referencing that students must use for referencing direct source or paraphrasing another person's work. MIHE will supply a template for use by students in bibliographic software such as Endnote.

The assignment cover page must include student ID and name, unit code and name, Unit Coordinator's name, the due date and word count.

Assignments must be submitted to the Learning Management System and it is the student's responsibility to retain a copy of all assignments submitted.

Students are required to endorse the following statement when submitting assignment:

This assignment is my own work, except where I have acknowledged the use of the works of other people. It is my responsibility to ensure that academic integrity is adhered to in all submissions of assignments, including group assignments. Serious consequences will result from plagiarism.

Assessment Submission

Students must submit assessments electronically through the Learning Management System by the due date or by attendance at an exam on the advertised date.

Late submission: 5% of the marks allocated for the assessment will be deducted for each day or part thereof for which a student is late in submitting an assignment (including weekends and public holidays). Assessment tasks submitted 5 days past the due date will receive 0 marks.

Late penalties will not be applied in case where a request for an extension has been approved in accordance with this policy and procedure. If a student fails to submit their assignment by the granted extension date, then penalties apply as explained above.

The Unit Coordinator must notify a student in a case where a late penalty is applied. The notification must include the mark, the penalty and the final mark after penalty.

Absence for In-class Assessments

Where a student is absent from an in-class assessment task a zero mark will be recorded unless the student informs the Unit Coordinator by email of their intended absence. Where it is not possible to notify the Unit Coordinator prior to the in-class assessment, a request for an alternative assessment must be submitted within 48 hours. Supporting evidence must be attached to the email request for an alternative assessment. It will depend on Unit Coordinator's discretion whether to decide on the reason provided by the student.

The 48-hour period for lodging extension requests can be extended by the Course Director; for example, where a student is admitted to hospital with a serious medical condition or illness.

Special Consideration and Assessment Extension Requests

Special considerations may be applied for in the following circumstances:

- Medical: e.g. the student suffers an accident, illness or medical condition.
- Compassionate: e.g. the student faces an unforeseen situation such as the death of a close relative, disruption to domestic arrangements or being a victim of a crime.
- Special: e.g. the student has religious reasons or legal duties.

An application for special consideration requires the student to:

- Complete a Special Consideration Form (SCF) and submit via email before the assessment due date; and
- Submit evidence supporting the application: e.g. medical certificates.

Once a decision has been made, the student will be informed of the outcome in writing by the Unit Coordinator.

A copy of the approval for an extension of time must be attached to the assessment at the time of submission.

Marking and Grading

Marking of assessment tasks and providing feedback to the students will be performed by unit coordinators following this policy and procedure. All students will be provided with rubrics (marking guides) and schedules for all assessment tasks at the commencement of the study period with the exception of examinations. Unit coordinators will discuss marking guides and schedules to ensure that students understand the expected standards of academic performance.

Students will be awarded of marks and grades only based on merit with reference to the predetermined written assessment criteria in the rubrics. Students' marks will not be adjusted by the Board of Examiners with the exception of examinations or other final summative assessments.

Hurdle Requirement

Unit outlines must clearly explain any hurdle requirements and necessary instructions. Students will normally be required to attempt all assessment tasks as a hurdle for the successful completion of the unit.

Grading Matrix

Normally, all assessment tasks must be attempted and an overall pass mark of 50% must be achieved to pass the Unit. The final grade of the course is an accumulation of all unit results. The following table determines what grades will be awarded. It is based on AQF standards used across the Australian higher education sector.

Results	Grade	Description
80% +	High Distinction (HD)	High distinction is awarded for an outstanding performance that provides evidence of an outstanding level of attainment of the relevant Unit learning outcomes
70 – 79%	Distinction (D)	Distinction is awarded for a superior performance that provides evidence of a superior level of attainment of the relevant Unit learning outcomes
60 – 69%	Credit (C)	Credit is awarded for good performance that provides evidence of a high level of attainment of the relevant Unit learning outcomes
50 – 59%	Pass (P)	Pass is awarded for an acceptable performance that provides evidence of a satisfactory level attainment of the relevant Unit learning outcomes
<50%	Fail (N)	Fail is awarded for unsatisfactory performance, below the minimum acceptable level. This grade characterises work which shows a significant lack of understanding of the topic or its context and is therefore unsatisfactory.
<50%	CP	Conceded Pass. Where the mark in a final unit in a course is in the range 45-49% and to be offered by exception, see conditions below.
<50%	Fail Non-submission (FNS)	Fail is awarded for non-submission of one or more pieces of assessment.
44%	Fail (XN)	Awarded where the overall grade is 50% or above, but a hurdle requirement has not been met, e.g. failing to pass the final exam.
Pass grade for a non-graded (pass/fail) Unit	Pass (PA)	Pass is awarded for an acceptable performance that provides evidence of a satisfactory level attainment of the relevant Unit learning outcomes.
Fail grade for a non-graded (pass/fail) Unit	Fail (N)	Fail is awarded for unsatisfactory performance, below the minimum acceptable level. This grade characterises work which shows a significant lack of knowledge, understanding or application of the topic or its context and is therefore unsatisfactory.
Withdrawn	WD	Awarded when a student withdraws from a Unit before the Census Date.
Withdrawn without Penalty	WDWP	Awarded when a student withdraws from a Unit after the Census Date, and when academic and/or financial penalties have not been applied due to personal circumstances such as ill health.

A conceded pass will only be offered by exception and where all the following conditions apply:

- the student has achieved a mark of 45% - 49% in the unit.
- the student has submitted all marked assessment tasks for the unit.
- the unit represents the last 10 credit points needed to complete the course and obtain the qualification.

Marking and Feedback

Marks and assessment feedback must be provided within 10 business days of the assessment being submitted however if a unit has an exam, all assessment feedback must be provided by Week 12. This feedback can be made verbally, in writing, face-to-face or online and must be done in a

respectful and timely manner in order to foster improved learning through constructive suggestions and correction. Examination feedback is not normally provided.

For group assessments all group members will be awarded the same mark but, in some instances, there will be a version of peer reviewed adjusted marking that determines the individual marks.

Team members who do not evidence any role in the submission will be awarded zero marks.

All examination results will be provided to students through the LMS but for other assessment tasks feedback may also be provided by email.

Assessment Reviews

Assignments, quizzes, presentations and tests are marked according to a rubric or template and are not subject to review, on the grounds that there has been an administrative error in compiling marks.

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

- there has been an administrative error in compiling marks. Students may also request a review of their examination. In this case, they are entitled to see their paper and review the marks according to the marking guide. The purpose of this is not to dispute the mark given, but to learn from the outcome and apply this learning to other Units or to the same Unit if they need to take it again.
- The student's prior evidence of illness or extenuating circumstances was not duly considered.

Supplementary and Deferred Examinations or Assessments

There will be only one Supplementary or Deferred Exam offered each semester for each unit. Students who do not sit the Supplementary or Deferred Exam as offered will not be offered a further supplementary exam, regardless of the reason.

A student may be offered a supplementary examination if they have completed all assessment tasks and received a total unit grade of between 45% and 49% and it is determined that their attendance, academic history, and other factors warrant a supplementary examination. The decision to offer a student a supplementary assessment can only be made by the Course Director or Dean.

Students who are offered a supplementary or deferred examination will be contacted through their MIHE email address with the details of the examination date, time, and location.

Students who sit a supplementary exam or assessment will receive one of the following two grades:

- Pass grade (50%) for the unit if they pass the supplementary exam or assessment regardless of the result
- Fail grade for the unit if they fail the supplementary exam or assessment, however, in such a case the original mark will be recorded as the result regardless of whether the result in the supplementary exam is lower.

Requests for a deferred examination must be made by students in writing to the Course Director in the form of an application for Special Consideration. The Course Director will decide on a case-by-case basis whether to grant a deferred examination. Students who sit a deferred exam or assessment will get a final unit grade that reflect the mark gained in the deferred exam or assessment plus any the marks obtained for any other assessment task completed in that unit.

The Unit Coordinator is responsible for setting and marking supplementary and deferred exams or assessments. However, the exam must be moderated in accordance with this policy and procedure. The supplementary or deferred exam paper must be different from the primary exam, having no more than a 40% overlap in questions.

Students who sit a supplementary examinations and assessment may receive one of two grades:

- If they pass the supplementary or deferred examination or assessment, the student will be awarded a 50% pass grade for the unit regardless of the mark assigned to the supplementary or deferred examination or assessment
- If they fail the supplementary or deferred examination or assessment, the student will be awarded a fail pass grade for the Unit

Students who sit a deferred examinations and assessment will receive a final unit grade based in the mark achieved in the deferred examinations. and taking into account any other assessment tasks in that unit.

Marks and recommendations for change of grade are submitted to the Course Director who will inform the Dean who is required to review and ratify the marks and recommendations for change of grade.

Board of Examiners

The Board of Examiners will meet within 10 business days of the final examination in each semester and will chaired by the Dean or the Course Director

The Board of Examiners is responsible for: the ratification of final results; determination of each student's academic status, making determinations on any major discrepancies arising from cross-marking (differences of more than 10% between the original mark and the cross-marked item);

approval of supplementary assessment, supplementary assessment or conceded pass; and determination of awards and student prizes. A report from the meeting will be prepared for the Academic Board. The report should include the identification of trends particularly where statistics suggest areas of concern or improvement.

Procedures for meetings of the Board of Examiners require the Course Director and Unit Coordinators to:

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

Prior to accepting, amending or rejecting grades, the Board will satisfy itself that the assessment process has been conducted in conformity with this policy and procedure. The Board should investigate the handling of issues including those pertaining to students at risk; students with language difficulties; unforeseen assessment events; the awarding of special consideration, moderation activities; benchmarking of standards; and progression, completion and attrition rates. The Academic Board will ratify the final results and authorise the release to the students.

Assessment Appeals

In accordance with the Student Complaints and Appeals Policy and Procedure, students have the right to lodge a formal complaint if they form the view that the assessment procedures have been unfairly administered. This policy and the availability of complaints and appeals procedures do not remove the rights of the student to seek redress under Australia's consumer protection laws (including the *ESOS Act 2000*) or to pursue other legal remedies.

Examination Management

Attendance at Examinations

Student attendance at examinations is mandatory and students who do not attend will be awarded a fail grade for that assessment task unless satisfactory evidence is provided for the failure to attend in the form of an application for Special Consideration.

Admission to the Examination Room

Student entry into the examination area is dependent on the following:

- A valid form of student identification.

- Mobile phones, electronic watches and other electronic devices being turned off (excluding permitted examination materials such as calculators).
- All non-examination materials including mobile phones, notes, food and bags must be kept in a designated location which is not readily accessible from the student tables.
- Students may carry a clear plastic bag with writing materials and other permitted examination materials to their allocated seat.
- Students may have a single clear water bottle without labels.

Once at their allocated seat, students are not allowed to leave their allocated seat until 30 minutes after the examination has started.

Entry into the examination area is not allowed after 30 minutes from the scheduled beginning of the examination.

Conduct of the examination

The following process must be undertaken by the examination invigilators:

- Papers are to be distributed to student tables at least 10 minutes before students enter the examination room. If an exam is administered electronically it must be released electronically at a start time;
- A timing device is set up on an electronic display showing the time remaining to complete the exam;
- Invigilators are to monitor students to ensure that examination papers remain untouched until the start of the exam. Typically, there will be 10 minutes reading time and 120 minutes to complete the exam;
- Invigilators inform the students of key information about the nature and timing of the examination prior to the start of the examination (which includes but is not limited to no mobile phones, electronic watches or other electronic devices excluding permitted examination materials such as calculators; permitted materials in the examination; the number of questions; variations in the questions that need to be completed; the amount of time allowed);
- Once the examination has started, invigilators are responsible for monitoring student behaviour to ensure that students do not:
 - disrupt other students including but it not limited to communicating or indicating with other students or making noise that is likely to disrupt other students,
 - make repeated requests to invigilators in regard to materials or bathroom breaks),

- engage in cheating or behaviour likely to involve cheating, which includes being in possession of devices that have been prohibited from the examination room (e.g. mobile phone, electronic watches or other electronic devices), speaking or communicating with another student or using materials that are not permitted in the examination.

If an invigilator believes a student has engaged in disruptive behavior or has engaged in cheating, invigilators will collect the evidence and provide a written report detailing the conduct of the student and provide this to the MIHE for further disciplinary and other appropriate action.;

- Students are permitted to ask clarifying questions during the reading time for the examination about the exam procedures.
- Invigilators are to monitor students who leave the room during the examination. The students must sign out before leaving the room, cannot access their bag or materials at the front of the class and have a limited number of visits and time to use the bathroom.
- Invigilators may provide extra examination booklets to students as required.
- If a student finishes before the examination time is concluded, the invigilator must collect the examination paper and record the time that the student finished the examination. The student may not re-enter the examination area once they have handed in their examination. The student can then quietly collect their belongings and leave the room without communicating with any other students.
- Students may not leave the examination room in the last 30 minutes before the end of the examination.
- At the end of the examination, students are to remain silent and seated until the invigilators have collected all the examination papers.

Confidentiality and Security

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

- Ensuring student scripts and examination papers are stored securely.
- Maintaining the confidentiality of assessment results.
- Reproducing or using assessed material beyond standard marking and moderating procedures and then only when t prior written permission is obtained from the student.
- Providing access to or disclosing grades to students or third parties.

- In matters of privacy and confidentiality in assessment, staff will be guided by MIHE's privacy policy.