



Assessment Policy and Procedure

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1. PURPOSE

- 1.1. This document specifies Laneway International College's (the College) assessment policy and procedure. It sets out:
- a) governing principles staff are to apply when designing, implementing and reviewing assessment, and making decisions relating to learner assessment, and
 - b) mandatory procedures for assessing the work of learners.

2. SCOPE

- 2.1. This document applies to:
- a) assessment of assessable work undertaken by learners enrolled in courses offered by the College, and
 - b) learners, college staff, and any people contracted by the College who are responsible for assessment-related activities.
- 2.2. This document does not apply to:
- a) informal assessment that does not contribute to a learner's overall assessment.

3. POLICY STATEMENT

- 3.1. Assessment must meet the standards required under the Australian Qualifications Framework and the *Standards for Registered Training Organisations (RTOs) 2015*.
- 3.2. Assessment must meet the College's standards in this policy and procedure.
- 3.3. Assessment must aim to enable learners to achieve the academic standards expected by the College and its community including employers and the professions.
- 3.4. Assessment must achieve its intended purpose and be a fair, flexible, valid and reliable basis for evaluating learner achievement, performance or other competency.
- 3.5. Assessment practice and decision-making must aim to be fair, equitable, consistent and transparent.
- 3.6. Assessment tasks must align with learning goals, learning activities and learning outcomes, and provide evidence of a learner's achievement of the learning outcomes set out in the relevant unit of competency.
- 3.7. Learners must be provided with a clear understanding of expectations for each assessment task they are required to complete.
- 3.8. Learners must be given timely, constructive feedback on their work to support their progress toward achieving the learning outcomes for their course.
- 3.9. The assessment workload required of learners must be reasonable when considering the depth and breath of performance outcomes expected of each unit.
- 3.10. Assessment results must be applied consistently with reference to the marking guides and assessment criteria in each assessment task.
- 3.11. Assessment must be moderated in accordance with the College's Assessment Validation and Moderation Policy and Procedure to maintain academic standards across the College and comparability of results between learners.
- 3.12. Assessment practices must aim to be inclusive and to support equity and disability principles, catering for individual and group diversity.
- 3.13. Reasonable adjustments for learners with a disability are made in accordance with the *Disability Standards for Education 2005*.

4. ASSESSMENT POLICY CONTINUED

Arrangements for learners with a disability

- 4.1. Where possible, the College makes reasonable adjustments to the learning and physical environment to enable a learner to participate in learning and assessment experiences on the same basis as a learner without a disability. The Progression Coaches contact learners, who identify themselves with a disability, on enrolment to discuss learners' needs and provide information about learner support.
- 4.2. To register for support, learners must inform the College and provide any supporting medical documents.

Assessment tasks

- 4.3. A clear statement of the unit learning outcomes must be included in the assessment task.
- 4.4. Each assessment task is aligned with one or more of the relevant learning outcomes of the unit and course.
- 4.5. Where possible, the same learning outcome is not assessed more than twice in a unit.
- 4.6. The relationship between learning outcomes and assessment tasks is made clear to learners in the assessment task.
- 4.7. The criteria against which an assessment will be measured are clearly set out in the assessment task with the following details:
 - a) specified passing criteria in terms of minimum performance or marks
 - b) due dates
 - c) assessment conditions (open/closed book, materials, etc.)
 - d) assessment specifications (maximum length, presentation format, etc.) and any penalties for not complying with the specifications
 - e) required reference style to be used for assessment tasks (where applicable)
 - f) details on how assigned group work and peer assessment will operate, including the outcome of demonstrated plagiarism by an individual learner working on a group assessment task.
- 4.8. Any changes to the nature and scope of any assessment task whilst learners are undertaking a unit require:
 - a) the College management's endorsement
 - b) agreement of the learners enrolled in the unit
 - c) communication by email, or other form of writing, to all learners enrolled in the unit in time for them to prepare for the change so they are not disadvantaged, and
 - d) communication to staff with assessment responsibilities.
- 4.9. Once an assessment task has been made available to learners, assessment tasks must not be changed unless this is necessary for the integrity of assessment, or due to unforeseen circumstances. Changes must not be made unless College management approves them.
- 4.10. The assessment for the unit is appropriate to the level of the course (Certificate IV, Diploma, Advanced Diploma).
- 4.11. Wherever possible, learners must have an opportunity to practice or experience each type of assessment task that is used in any final (summative) assessment for a unit, and assessment tasks will cover a range of tasks that collectively test unit-learning outcomes.

Assessment timelines

- 4.12. Assessments deadlines are timed to take account of other academic demands on learner time wherever possible (e.g. other assessments in the unit, requirements of other units).

- 4.13. Learners are given reasonable time to submit an assessment task, taking into consideration availability of materials and reference texts and practical or technical difficulties likely to be/that may be encountered.
- 4.14. Wherever possible, learners must receive feedback on assessment tasks allowing time for learners to benefit from the feedback and to receive academic support before the next assessment task must be submitted.

Marking

- 4.15. Assessment tasks are non-graded. Non-graded assessment tasks are marked on a satisfactory/unsatisfactory basis.
- 4.16. Learners who are deemed unsatisfactory a single assessment task after being provided an opportunity to repeat the assessment task will be deemed not yet competent for that unit.
- 4.17. A criterion-referenced approach is used for assessing all assessment tasks.
- 4.18. Assessment tasks must be marked according to the published assessment criteria in the relevant unit of competency.
- 4.19. Negative marking will not be used to deduct marks for errors or mistakes.
- 4.20. If learners are required to achieve a minimum passing result for an assessment task to pass the unit, the minimum mark or performance requirement must be clearly stated in the assessment task. It is not sufficient to state “learners must submit all assessments”, since this does not require a minimum result for submitted work and is educationally indefensible.
- 4.21. Academic decisions, particularly those with potentially adverse implications for learner progress (e.g. failure to satisfy academic standards), must be supported by documented evidence. Any documents additional to comments on an assessment task must be placed on the relevant learner file in the College’s records management system.

Assessment feedback

- 4.22. Feedback related to the assessment criteria may be provided individually or to a group. Feedback must also be sufficiently detailed to identify strengths and deficiencies, and suggest how performance can be improved without discouraging self-reliance in learning and assessment.
- 4.23. The MyCampus site may be used to provide a brief summary of overall assessment performance of a learner cohort or as feedback.
- 4.24. Feedback to learners includes access to their own work, including copies of assessment tools and other relevant assessment material.
- 4.25. Staff and learner feedback on assessment tasks must be considered during assessment validation activities.
- 4.26. Learners can discuss their assessment results with their trainer following feedback to prepare further assessment tasks.
- 4.27. Where early or formative assessment indicates that learners are at risk of failing a unit, trainers must refer learners as early as practicable to progression coaches or other support services.

Requesting time extensions for submitting assessment tasks

- 4.28. Learners unable to submit assessment tasks by the specified due date may request an extension of the assessment due date (not applicable to written ‘assessments’) on the grounds of medical, personal, family, work- related or any other adverse and/or unforeseen circumstances. Extensions will be granted for up to a maximum of ten working days after the original due date.
- 4.29. Learners must request extensions using the Assessment Extension Request Form. Supporting documents must be supplied.

Medical or allied health reasons for extension requests

- 4.30. A required medical or health-related certificate 'in the approved form' meets all of the following criteria:
- a) is a document provided and signed by a registered medical, dental, psychological or allied health practitioner (not practitioners of alternative medicine, naturopaths, herbalists unless they are registered practitioners)
 - b) has a registered provider number or the practitioner's professional association registration number on the document or an equivalent means or certification for a country other than Australia
 - c) states the date on which the learner was examined and the nature, severity and duration of the complaint
 - d) states whether the learner was affected by the complaint on the day of the assessment task
 - e) provides the medical or allied health practitioner's opinion of the effect of the complaint on the learner's ability to undertake the assessment task. The College may not accept certificates that appear to rely on statements by the patient (e.g. "the patient states that " or "according to the patient ")
 - f) contains sufficient evidence to enable an informed decision regarding the application. Non-specific statements that are not acceptable include but are not limited to the following: "the learner is not fit for duty" and "the learner is suffering from a medical condition or illness". A statement that "the patient is, in my opinion, suffering from a medical condition, the exact nature of which I cannot divulge for reasons of patient privacy" would be acceptable, and,
 - g) is dated on or before the assessment task due date. Only in exceptional circumstances will retrospective medical or health-related certificates be accepted.

Compassionate and other reasons for extension requests

- 4.31. Applications based on exceptional circumstances involving compassionate reasons, misadventure or other exceptional circumstances beyond the learner's control, and where the circumstances are not within the range of normal risk, must include sufficient written evidence from an independent person to corroborate the facts and circumstances claimed by the learner to support their application. The terms 'misadventure' and 'normal risk' are defined in sections 5.25 and 5.26, respectively.

Extension request timelines and late penalties

- 4.32. To be considered for an extension without academic penalty, extension requests and supporting documents must be submitted before or on the assessment due date. Learners who make a request by phone must follow-up immediately with a written request.
- 4.33. Submitting a request does not guarantee an extension will be granted.
- 4.34. Learners may submit an extension request up to five working days after the assessment due date and may be granted an extension. However, the learner must establish a sound reason for not requesting an extension before or on the due date, otherwise the extension may not be granted.
- 4.35. For some assessments, it may not be appropriate to grant an extension. Such assessments will receive a mark of unsatisfactory if not completed by/on the specified date. Examples are:
- a) weekly online tests, or
 - b) online quizzes where answers are released to learners on completion, or
 - c) professional assessment tasks, where the intention is to create an authentic assessment that has an absolute submission date, or

- d) take-home papers that are assessed during a defined time period.
- 4.36. Where no late submission is allowed, this must be stated in the assessment tool so that this is clear to learners.

Deciding extension requests

- 4.37. The trainer is responsible for deciding whether or not to grant extension requests.
- 4.38. Assessment extension requests will be decided with reference to the following:
- a) the extension request is in writing and includes sufficient details, such as relevant grounds and supporting documents, to enable an informed decision
 - b) when the extension request was received by the College and, if received after the assessment due date, the reasons given by the learner for its lateness, and/or
 - c) any other relevant circumstances.
- 4.39. Within five working days of receiving the written request, the trainer will respond to the learner and inform them of the extension period (up to a maximum of ten working days), or inform the learner of the non-compliance of documents and request additional supporting documents. In exceptional circumstances, the trainer may consider extension requests beyond ten working days.
- 4.40. Decisions regarding extension requests are recorded in writing by the decision-maker and stored in the learner's file.
- 4.41. Learners who have submitted an extension request that was not granted have one opportunity to request a more senior decision-maker, e.g. CEO, review the decision if they reasonably believe the decision process to have been flawed and unfair.
- 4.42. A decision will be reviewed only when the learner requested an extension in accordance with this policy and the learner requests the review in writing to the trainer within five working days of receiving the decision. Reasons why a review is requested must be clearly stated. It is not sufficient to claim that the decision was unfair without giving reasons to substantiate the claim.

Re-assessment (following a missed assessment)

- 4.43. If a learner is unable to attend an assessment due to illness or a serious incident, and they have not requested an extension to the assessment due date, they may apply for a re-assessment by completing a re-assessment application form supported by a medical certificate or in the case of a serious incident, a statutory declaration. Under these circumstances there is no cost to the learner for a re-assessment and they will be given a date for when the re-assessment needs to be completed by.
- 4.44. If a learner is unable to attend an assessment for any reason other than illness or a serious incident, they may still apply for a re-assessment. However, under these circumstances they may be required to pay a re-assessment fee of \$150 for the first two hours or part thereof plus \$75 per hour for any hour or part thereof after the first two hours. Learners are notified about the number of hours needed for the re-assessment prior to starting and the fee must be paid before the re-assessment date.
- 4.45. Should a learner not attend or submit a re-assessment, they will be deemed to be Not Yet Competent in the associated unit of competency.

Re-assessment (following an unsatisfactory assessment result)

- 4.46. Learners must be assessed as 'Satisfactory' in all assessment tasks in order to successfully complete the associated unit of competency. If a learner receives a 'Not Satisfactory' result in a specific assessment task, he/she will have to complete a re-assessment.
- 4.47. Learners are entitled to a maximum of two re-assessments for each assessment task. In other words, after receiving a 'Not Satisfactory' result for the original assessment attempt, a learner may undertake a maximum of two further re-assessments for the assessment task.
- 4.48. If a learner does not achieve a 'Satisfactory' result on their second re-assessment attempt they will receive a 'Not Yet Competent' result for the associated unit of competency. The learner is required to repeat the entire unit and pay additional tuition fees for the repeated unit.
- 4.49. If a learner receives a 'Not Satisfactory' result on either the original assessment attempt or the first re-assessment attempt, the trainer and assessor will liaise with the learner to arrange a time to complete a re-assessment.
- 4.50. There is no cost incurred by learners for re-assessments.
- 4.51. Re-assessment may not be provided if a learner has been found to be involved in plagiarism. Such a learner may also face disciplinary action.
- 4.52. Re-assessment may need to be arranged during a study break in order to minimise disruption and/or avoid extra pressure on the learner's normal study load.
- 4.53. If a learner does not attend an organised re-assessment, they may have to repeat the unit of competency and pay additional tuition fees for the repeated unit.

Reviews and appeals

- 4.54. Learners may appeal against academic decisions in accordance with the College's Complaints and Appeals Policy and Procedure.

5. ASSESSMENT PROCEDURE

Attendance

- 5.1. Learners must attend their written assessment at the scheduled date and time. Requests to attend earlier or later will be refused except in exceptional circumstances beyond the learner's control (e.g. subpoenaed to appear in court).
- 5.2. Before entering an assessment room, learners must decide if they are well enough to attend the assessment. If learners believe they are not well enough, they may apply for a deferred assessment based on medical or allied health grounds (see the Deferred Assessment section below).
- 5.3. Learners who arrange marriage or any other ceremonies, vacations or personal/family occasions that coincide with written assessments will not be granted a deferred assessment. Learners are responsible for making arrangements for personal occasions so they can attend their written assessments at the specified time.
- 5.4. Unit trainers provide assessment timetables.
- 5.5. Learners are responsible for knowing the date, time and location of their assessments.
- 5.6. Misreading an assessment timetable or missing an assessment by arriving more than 30 minutes after the scheduled assessment start time will not be grounds for a deferred assessment.

Assessment room rules

- 5.7. Learners must bring current photo identification to the assessment.
- 5.8. Learners are not allowed to attend an assessment other than at the scheduled date, time and location without prior approval from the trainer.

Materials allowed or restricted in written assessments

- 5.9. In a written assessment, all learners are allowed to use one hardcopy unannotated concise direct-translation bilingual dictionary that is not a photocopy. 'Unannotated' means that the dictionary does not contain any handwritten or typed notes. However, learners are not given extra time to use dictionaries in written assessments.
- 5.10. Any other type of dictionary or material that is allowed must be specified by the trainer and in the assessment instructions.
- 5.11. The following dictionaries are not allowed:
 - a) annotated dictionaries of any kind
 - b) electronic dictionaries of any kind
- 5.12. Unless stated in the written assessment instructions, a learner must not use any item in the assessment room that could advantage them or any other learner. Examples include but are not limited to:
 - a) dictionaries other than one hardcopy unannotated concise direct-translation bilingual dictionary (see section 5.9)
 - b) books or e-books
 - c) calculators
 - d) mobile phones, android devices, MP3 devices, tablets, e-readers, computers, personal digital assistants (PDAs), multi-function watches or other electronic devices capable of circumventing the assessment process.
- 5.13. Learners are allowed to bring the following items into a written assessment room:
 - a) basic writing materials and other materials included in the assessment instructions
 - b) photo identification, and
 - c) plain drinking water.

Learner conduct during written assessments

- 5.14. Learners must follow the trainer's instructions at all times, including instructions to surrender unauthorised materials for a written assessment's duration.
- 5.15. Learners must not begin writing answers until instructed by the trainer.
- 5.16. Learners must stop writing when instructed by the trainer.
- 5.17. At the end of a written assessment, learners must remain seated until all assessments have been collected.
- 5.18. Learners must raise their hand if they need the trainer's assistance for any reason, including illness or to request permission to leave an assessment room.
- 5.19. Learners must write clearly and legibly in English.
- 5.20. Learners must not:
 - a) keep mobile phones or other unauthorised material, e.g. bags, books, notes and electronic devices, on their person. These must be stored in the learner's bag prior to commencement of the written assessment
 - b) eat or smoke

- c) talk to, or look at, other learners or their written materials, passing notes or communicating in any way with other learners
- 5.21. Learners caught in a written assessment possessing or using materials or devices not authorised in the assessment instructions or allowed by this policy will have the materials or devices confiscated. Learners will be reported for suspected academic misconduct and dealt with accordingly.

Learner illness before or during assessments

- 5.22. Learners who are ill before an assessment must contact their trainer for advice on the preferred course of action, if medically possible.
- 5.23. Learners who are ill during an assessment must contact their trainer for advice on the preferred course of action, if medically possible

Deferred assessment

Grounds for deferred assessment requests

- 5.24. Learners unable to attend a scheduled assessment for a unit may request a deferred assessment only on the grounds of exceptional circumstances involving:
- a) medical or allied health reasons, including disability, and/or
 - b) compassionate reasons, misadventure or other exceptional circumstances beyond the learner's control and the circumstances are not within the range of normal risk.
- 5.25. 'Misadventure' is an unexpected situation that is not part of the normal risk of academic studies, employment, family or social life, is outside the learner's control to prevent or to overcome, and it is clear the misadventure disrupted previously satisfactory work. Misadventure does not include situations where learners misread scheduled assessment times.
- 5.26. 'Normal risk' refers to risks/situations that average learners could be expected to meet in their environment, including but not limited to:
- a) birthdays, holidays, weddings and any similar family or personal occasions
 - b) inability to cope with studies or adjust to family life
 - c) demands of employment (in themselves or as a consequence of promotion), including periods of pressure and being absent temporarily from one's normal residence
 - d) tension with or between parents, spouses and other persons closely involved with the learner
 - e) demands of sport, clubs, all social activities and religious commitments, and
 - f) need for financial assistance.
- 5.27. Although the College may grant a deferred assessment to its international learners, the Australian Government, not the College, decides learner visa requirements. International learners could breach their visa requirements if they attend a deferred assessment date beyond their visa period. Learners must check their visa status with the relevant Australian Government authority.

Deferred assessment application timelines

- 5.28. Learners must submit their request for a deferred assessment with supporting documents to the relevant trainer / assessor within five working days after the scheduled assessment date. Supporting documents must provide sufficient information to support their application. This request must be submitted via email.
- 5.29. Learners must submit a separate request each time a deferred assessment is sought.
- 5.30. Applications submitted later than five working days after the scheduled assessment may be accepted by the trainer only if exceptional circumstances justify the late application.

5.31. Learners who apply for a deferred assessment before the scheduled assessment date must contact the relevant trainer before the scheduled assessment to find out the status of their application.

Applying for deferred assessments on medical grounds

5.32. Requests for a deferred assessment based on exceptional circumstances involving medical or allied health reasons, including disability, must include a medical or health-related certificate in the approved form (defined below).

5.33. A 'medical or health-related certificate in the approved form' is one that meets all the following criteria, namely, it:

- a) is a document that is provided and signed by a registered medical, dental, psychological or allied health practitioner (i.e. not practitioners of alternative medicine, naturopaths, herbalists, unless they are registered practitioners)
- b) has the registered provider number or practitioner's professional association registration number on the document, or an equivalent means of certification for a country other than Australia
- c) states the date on which the learner was examined and the nature, severity and duration of the complaint
- d) states whether the learner was affected by the complaint on the day of the assessment
- e) provides the medical or allied health practitioner's opinion of the effect of the complaint on the learner's ability to undertake the assessment. The College may not accept certificates that appear to rely on statements by the patient (e.g. "the patient states that " or "according to the patient ")
- f) contains sufficient evidence to enable an informed decision regarding the application. Non-specific statements that are not acceptable include, but are not limited to, the following: "the learner is not fit for duty" and "the learner is suffering from a medical condition or illness". A statement that "the patient is, in my opinion, suffering from a medical condition, the exact nature of which I cannot divulge for reasons of patient privacy, but which will be exacerbated if the patient attends an assessment at this time" would be acceptable, and
- g) is dated on or before the date of the assessment. Only in exceptional circumstances will retrospective medical or health-related certificates be accepted.

5.34. The only grounds on which applications are granted are exceptional circumstances. Submission of a medical or health-related certificate in the approved form is considered evidence to support an application, but does not in itself guarantee the application's success.

Requesting a deferred assessment on compassionate grounds

5.35. Requests for a deferred assessment based on exceptional circumstances involving compassionate reasons, misadventure or other exceptional circumstances beyond the learner's control, and the circumstances are not within the range of normal risk, must include all of the following:

- a) a written request for deferment of an assessment
- b) sufficient written evidence from an independent person to corroborate the facts and circumstances claimed by the learner to support their application.

5.36. The relevant trainer may not grant a deferred assessment if more timely notice of the difficulties would have enabled the learner to attend the scheduled assessment in the standard assessment period.

5.37. Learners requesting a deferred assessment due to an unavoidable work commitment must obtain an official statement to that effect from their employer and submit this with their application form and supporting

documents. The employer must explain the exceptional nature of the work commitment and the learner's inability to attend the scheduled assessment.

Deciding deferred assessment requests

- 5.38. The relevant trainer, responsible for the unit for which a deferred assessment is sought, is responsible for deciding requests for deferred assessments unconditionally or on terms and conditions they consider appropriate to the circumstances of the case.
- 5.39. The decision whether or not to grant a deferred assessment is based on all of the following:
- a) a written request explaining the exceptional circumstances
 - b) all supporting materials, and/or
 - c) any other relevant circumstances of the case, including but not limited to the following:
 - whether the learner has satisfactorily completed all other assessment tasks in the unit
 - whether the learner has the ability to pass the unit if the deferred assessment is granted
 - whether the learner was able to attend other assessments at or about the same date as the assessment for which deferral is sought
 - whether the learner has a history of such requests. A learner's application may be refused after demonstrating a pattern of submitting deferral requests. Application history will not apply in relation to completed units or in exceptional circumstances where there is an extremely strong case, supported by documentary evidence, regarding the severity of the learner's circumstance (e.g. chronic condition supported by a current medical certificate; an illness that requires hospitalisation; a subpoena to attend court or other compulsory commitment), and/or
 - any other facts or circumstances relevant to deciding the application.
- 5.40. Learners whose request is assessed and supporting documents are not compliant with this policy and procedure will be asked to submit additional documents within 10 working days from the date additional information is requested.

Procedure for deferred and supplementary assessments

- 5.41. Learners, whose request for a deferred assessment is granted, are given only one opportunity to attend a deferred assessment. These learners must attend the deferred assessment at the time provided by the relevant trainer.
- 5.42. The College's normal marking approach applies to deferred assessments.

6. RESPONSIBILITIES

Compliance, monitoring and review

- 6.1. College staff and enrolled learners are responsible for being informed on and following policy and procedure relating to assessment.
- 6.2. College staff is responsible for ensuring this policy and procedure is implemented, for monitoring compliance, maintaining academic standards, and reviewing data on learner success to assure quality in academic standards.
- 6.3. The College management and staff are responsible for reviewing assessment practice and the effectiveness of this policy and procedure in maintaining the quality of training and assessment, through course and unit review processes, learner evaluations and data relating to appeals and complaints.

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Revision History			
Date	Version	Description of Modifications	Approved By
12/06/2017	1.0	Original	Dan Wortley
14/06/2017	1.1	Document style and content edits	Dan Wortley
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