

# Assessment Policy

## Scope

This policy applies to all students Kaplan Higher Education Pty Ltd, trading as Murdoch College (College), and to all College staff and contractors responsible for designing, delivering, or supporting the Assessment of student learning. It covers Assessments conducted under the Australian Qualifications Framework (AQF), Foundation Standards 2021, Higher Education Standards Framework (Threshold Standards) 2021, the ELICOS Standards 2018 and other applicable legislative or regulatory frameworks.

## Purpose

The purpose of this policy is to:

- outline the principles guiding the design, development and implementation of Assessment across the College's Award and Non-Award Courses.
- define the responsibilities of College staff and students in relation to Assessment.
- describe the rules, procedures, and regulatory requirements that govern Assessment practices.

## Definitions

<b>AQF</b>	means the criteria required to demonstrate the achievement of a qualification as per the Australian Qualifications Framework (AQF). For example, Level 7 = bachelor's degree, Level 9 = master's degree.
<b>Assessment</b>	means a systematic process for facilitating and evaluating student learning. The process includes the design, development and implementation of Assessment tasks, and the judgement and reporting of student performance. The purpose of Assessment is both to facilitate and certify the achievement of specified learning outcomes. Assessment is integral to the curriculum as it drives approaches to student learning and achievement.
<b>Award Course</b>	means Courses that are AQF qualifications, specifically diplomas, associate degrees, bachelor's degrees, graduate certificates, graduate diplomas or master's degrees at the College.
<b>Common European Framework of References for Languages Scale (CEFR)</b>	means the international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language.
<b>Country Education Profiles (CEP)</b>	means the online recognition tool providing guidance on the comparability of overseas qualifications to qualifications on the AQF, lists of recognised institutions and information about education systems for 127 countries.
<b>Course</b>	means a sequence of Units required to achieve stated learning outcomes.
<b>ELICOS</b>	means the English Language Intensive Courses for Overseas Students framework.
<b>International English Language Testing System (IELTS)</b>	means the international standardised test of English language proficiency designed for speakers of English as a second or additional language. The test assesses four sub-skills (reading, writing, listening, and speaking) using band scales from 0 (did not attempt the test) to 9 (expert user).
<b>International Student</b>	means a student who is not an Australian citizen, permanent resident of Australia or New Zealand citizen, regardless of visa type. This includes but is not limited to, students holding a student visa, temporary visa, bridging visa, or any other type of visa that permits study in Australia.

<b>Internet-based Test of English as a Foreign Language (TOEFL iBT)</b>	means the standardised test of English language proficiency designed to measure the English skills of speakers of English as a second or additional language. The test assesses four skills (reading, writing, listening, and speaking) using score scales with four or five proficiency levels per skill.
<b>Kaplan Test of English (KTE)</b>	means the cloud-based, adaptive English language Assessment system, grounded in evidence-based learning and Assessment principles.
<b>Non-Award Course</b>	means Courses that are non-AQF qualifications at the College. Examples of Non-Award Courses include English for Academic Purposes (EAP) Courses, Foundation Studies Courses and Murdoch University Preparation Course (MUPC).
<b>Study Period</b>	means a discrete period of study within a Course, namely term, trimester, short Course of similar or lesser duration, or as otherwise defined by the registered provider as long as that period does not exceed six months.
<b>Unit</b>	means a Unit of study that a student enrolls in as part of their Course.

## Assessment Principles

Quality in Assessment practices will ensure that appropriate standards and rigour exist in all Units and Courses. Assessment is dependent on the proper exercise of professional judgement on the part of assessors, ad-hoc and scheduled checks as well as proper moderation to test that good learning is being professionally assessed and occurring. The College will take measures to uphold academic integrity and verify the authenticity of student submissions.

The following information provides details of the principles that shape Assessment design, development and implementation.

### Assessment Design and Development Standards

The following standards underpin the design and development of Assessment strategies.

1. Assessment will comply with the principles of fairness, relevance, consistency, equity, validity, reliability, flexibility, authenticity and sufficiency.
2. Assessment will involve the evaluation of sufficient evidence to enable evaluations to be made about whether the Unit learning outcomes and related Course outcomes have been achieved.
3. Assessment will focus on the application of knowledge and skill to the standard of performance required in the workplace or pre-defined levels of achievement and will be aligned with the generic attributes of a graduate.
4. Assessment will comply with the Assessment requirements specified by the AQF, Foundation Standards 2021 and ELICOS Standards 2018, lead to the issuing of an Award or Non-Award and must be completed in English.
5. Final Assessment results for Award Courses will be validated by the Grade Ratification and Assessment Committee.  
Assessment results for the Non-Award Courses will be validated and moderated by the panel of internal and/or external professionals which normally includes the Director Learning and Teaching and/or Assistant Director, Learning and Teaching, teachers, and/or compliance staff.
6. Students will be provided with information about the Assessment process, the context and purpose of the Assessment tasks, the penalties for late submission and the procedures for reassessment and appeals of Assessment results, at the beginning of each Study Period.
7. Graded formative Assessment in Award Courses in accordance with Table 2(a) will be used to provide students with progressive feedback on their learning to enable improved performance on current or subsequent tasks. Results are normally available between two to three weeks after the formative Assessment event due date. Final results are generally available within four weeks of the final Assessment event due date.

8. Formative Assessment in Non-Award Courses will be used to support planning and/or diagnostic purpose and/or to provide students with feedback about their learning progress/offer advice and feedback. Graded summative Assessment in accordance with Tables 2(a) and 2(b)(i) will be used to determine a student's level of knowledge and skill progressively and at the conclusion of a Unit. It certifies the attainment of a standard and is used as the basis for progression in a Course.

General English students are assessed every 5 weeks in each level to monitor their progression to a higher level.

9. Award Course students will have an Assessment scheduled in the first four weeks of the Study Period.

## Assessment Instruments

Assessment instruments, which may include in-class tests, written papers, presentations, active participation, quizzes, simulations, journals, group work, discussion forum contributions, in-class discussions, homework assignments, speaking tests, 5-weekly Assessments, feedback sessions, entry and exit testing, etc., will be designed and developed:

- to reflect the integration and application of skills, knowledge and attitudes required for the learning outcomes being assessed.
- to ensure that students have an equitable opportunity to demonstrate their level of achievement in relation to the purpose of the Unit.
- to make certain the College's graduate attributes (such as ethical practices, emotional intelligence and collaboration) are addressed comprehensively across the collective set of Assessments for each Course.
- to ensure they are fit for purpose for the Course level and mapped to the correct learning outcomes and AQF, CEFR or Foundation Studies Program 2021 standards as applicable.

## Assessment Events

The following principles apply to Assessment events for Award Courses:

- each Unit will contain at least three Assessment events designed and conducted in a manner appropriate to the Unit and student cohort
- for certain Units, invigilated Assessments must form a minimum of 50% of the total available grade to meet professional accreditation requirements
- each Assessment event should have a value of no more than 40%
- in the first Units of a Course, early Assessment events should be used as a basis for the development of early intervention programs such as making certain the first Assessment event is scheduled no later than Week 5
- if the provision of feedback to students following the marking of an Assessment occurs with less than one week remaining prior to the due date of the next Assessment, an extension must be granted for that subsequent Assessment in accordance with this principle

Variations to this general pattern may be approved by the Teaching and Learning Committee, the Grade Ratification and Assessment Committee, or the Director, Learning and Teaching as required to ensure that Assessment events are appropriate to the Unit learning outcomes, and to make certain they comply with the requirements of professional bodies, where applicable. All changes to Assessments are recorded on each discipline's Teaching & Learning Register which is subsequently reviewed by the Teaching & Learning Committee for endorsement. The updated version of any given Assessment is only ever activated for students in the subsequent Study Period.

## Assignments

Where an assignment has been used in Assessment, it should:

- stimulate the student's interest in the Unit.
- demonstrate the level of the student's understanding of the Unit content.
- establish a correlation between theories, practice and the student's experiences.

## Examinations, Tests and Quizzes

Consequential final examinations (such as hurdle Assessments) are discouraged at the College due to a preference for Assessment methods that more closely resemble the work expected by employers of graduates upon commencement of their employment. In contrast, less-consequential tests and quizzes throughout the Study Period are not discouraged. These will vary in length and type and may be a combination of short answer or essay type questions, or multiple-choice questions. No such Assessment will be longer than three hours.

Final grades are awarded in accordance with the College's standardised grading systems. When marking, the assessor will consider, among other things, the following:

- relevance of the answer to the question or task
- logical planning and sequence
- overall presentation, including correct grammar, spelling, syntax and punctuation
- comprehensive coverage reflecting mastery of the readings and associated learning material
- demonstrated capacity to relate theory to practice

## Assessment Criteria and Marking

Marking an Assessment will be conducted in accordance with the marking rubrics or marking criteria, which are provided at the beginning of the Study Period in the Assessment outlines. The College uses a criterion-based approach to Assessment where students are assessed against a pre-determined set of criteria.

To limit variances in the marking of qualitative Assessments that emerge due to the subjective nature of their design, every College discipline must perform periodic grade calibration exercises with their teaching staff. These are supplemented by thorough cohort-based analyses and grade moderation practices that additionally serve as quality assurance measures in the fair and equitable Assessment of students.

## Feedback to Students

Constructive feedback is provided to students in a timely manner throughout the Study Period and Assessment process. Methods of providing feedback in the formative stages of learning may include:

- self-assessment exercises and learning activities throughout the Unit material
- summaries that check a student's progress
- individual feedback on a student's Assessment
- modified answer guides provided to students in the form of a summary sheet
- one-on-one sessions with students and teachers about their Course progress

Feedback following summative Assessment must provide students with sufficient information to act on any identified competency or learning gaps.

## Student Learning Support

Strategies to support students through their learning and Assessment are essential. Some of the methods available to students, depending on the Course they are enrolled in, may include:

- access to staff through consultations, discussion forums and other online and on-campus avenues
- online and on-campus study environments that provide a range of resources and information to assist students in their studies (e.g., case studies, websites, library resources, databases)
- opportunities to practice and acquire skills and knowledge via self-Assessment items and other resources
- support staff who can assist students with specific study needs such as special consideration applications, reasonable adjustments and coaching on numeracy and/or English

## Academic Success and Early Intervention

Award Course students enrolled in designated first-year Units are supported with Assessments that are both formative and developmental to build students' skills and confidence. As such, the College will endeavour to:

- make special provision for students in their first year of study to assist them to negotiate successfully the expectations underpinning any Assessment task.
- monitor the Assessment performance of first-year students as a means of ensuring early intervention in cases where academic progress is not consistent with Course expectations.
- identify levels of attrition in Units and Courses and implement specific practices to reduce attrition in those Units.
- offer support to any students on any key Assessment task that has been given an initial grade of 'fail'.

ELICOS students are supported by the teachers with 5-weekly surveys, 5-weekly Assessments, feedback sessions as well as one-on-one sessions to discuss their Course progress, including information about their language skills, strengths, areas for improvement and suggestions for additional self-study.

## Students with Special Needs or Circumstances

Students with special needs such as a disability, medical condition or compassionate circumstances can access additional support for Assessments. More information can be found on the College website regarding:

- Special Considerations
- Reasonable Adjustments
- Diversity, Inclusion and Equity

## Rights and Responsibilities

### Students have the right to:

- be informed of all aspects of Assessment policies and practices.
- consistent application of policies and practices.
- the timely return of results.
- sufficient feedback that aids their clarity and strengthens their understanding.
- information which allows them to calibrate their performance against the criteria for each Unit.
- review their Assessment papers for the duration of the Assessment retention period.
- have access to their student file and any other documents relating to the Assessment.
- appeal against academic decisions during the appeal period.

### Students have the responsibility to:

- behave ethically and appropriately and to avoid any action or behaviour which may unfairly disadvantage or advantage another student or put the College at risk.
- be aware of the rules of progression for each Unit and the requirements for the Award Course
- be aware of, and abide by, any policies on the College website (including those that pertain to Assessment, progression, academic integrity and conduct as well as complaints and appeals).
- be aware of the means for seeking assistance within the College and to notify their teacher as early as possible if difficulties arise with the timing or other requirements of Assessment tasks.
- submit Assessment items in English and on time.
- Communicate with the College regarding any absence and be aware of the appropriate use of medical and other certificates in applications for special consideration.



## The College has a responsibility to ensure that:

- all policies are explicit and consistently applied.
- Assessment practices, such as those contained in Unit outlines and especially those specified in the Assessment briefs, are explicit, fair, transparent and consistent across the institution and are available to staff and students.
- information on Assessment type, weighting and due date is available to students at the beginning of each Study Period.
- resources and professional development opportunities are available to provide staff with access to information and expertise on the theory and practice of Assessment.
- formative and summative feedback is available to students in a timely manner.
- Assessment tasks reflect the relevant learning outcomes of the Unit, the outcomes of the Course and the generic attributes of graduates, as aligned to the level of the associated Award or Non-Award Course.
- summative Assessment results are held for a minimum of two years from the date a student ceases to be enrolled with the College.
- any scaling or adjusting of marks is undertaken in tightly controlled and documented moderation processes to ensure students are assessed equitably.
- students' privacy is maintained in relation to any matters relating to Assessment and applied as per Kaplan's *Privacy Policy*.

## Assessment Procedures, Rules and Regulations

### Assessment Submissions

Assignments must be submitted in accordance with the instructions provided at the beginning of the Study Period. Assignments that are submitted on time will be marked and graded according to the marking criteria and rubrics.

### Late Submission of Assignments

Penalties will be imposed on late assignment submissions in accordance with Table 1 unless approval in advance has been granted.

**Table 1: Late Assignment Submission Penalties**

Number of days late	Penalty
1* - 9 days	5% per day for each calendar day late deducted from the total marks available.
10 - 14 days	50% deducted from the total marks available.
After 14 days	Assignments submitted more than 14 calendar days after the due date will not be accepted and the student will receive a mark of zero for the assignment(s) unless special consideration, reasonable adjustment or an alternative factor related to compassionate circumstances is approved and applied.

*\*Assignments submitted at any stage within the first 24 hours after the deadline will be considered to be one day late and therefore subject to the associated penalty.*

### Schedules, Rules and Regulations

Invigilated Assessments are held in accordance with the timetable which also outlines the expectations and rules students are required to abide by.

No student will be required to sit more than two invigilated Assessments in one day. Details of the Assessment due dates for a Unit are made available to students at the beginning of the Study Period.

## Pass Requirements

Award students must attempt all Assessment events and achieve a combined results of at least 50% to pass the Unit. If an Award student fails an individual piece of Assessment, the student will be eligible to continue in the Unit and attain a pass in the Unit provided the combined result from all Assessment events in the Unit is 50% or above.

If an Award student does not pass a core Unit, the student will be required to repeat the Unit as per the scheduled delivery of the Course including all Assessment items and the payment of any associated fees.

## Review of Assessment

Policies and procedures are implemented for dealing with queries that students may have about the marking of their Assessments and any grievances and/or appeals that may result following this query.

In the first instance, students should contact their teacher if they believe there has been:

- a calculation error in the totalling of marks for an Assessment.
- questions, or parts of questions, that have not been marked in an Assessment.
- Little or no feedback provided on the assignment (no feedback is provided for final exams).

The College will then undertake a review of the calculations or arrange for more comprehensive feedback regarding the marks awarded. There is no fee for this service.

Where a student believes their Assessment has been marked incorrectly for reasons other than those listed above, they may apply to have that Assessment re-marked once only. A fee for this service will apply. The student will be eligible for a refund of the fee if the Assessment mark is revised up. If the Assessment mark remains the same or is revised down, the student will not be eligible for a refund.

The re-mark process is as follows:

- The student must meet with the College Services team before raising an “Assessment re-mark” Request on Kaplink within five working days of the release of the Assessment results. The student can only submit the Request after viewing the Assessment in question.
- The College will arrange for an independent marker to re-mark the original Assessment submitted.
- If the original marking is accurate, the original mark allocation will stand, and the student will be informed of the re-mark outcome within 10 working days of the Request being received.
  - If the original marking did not accurately reflect the result of the Assessment, the result will be amended. The amended mark (higher or lower) will be recorded as the final result for that Assessment. The student will be advised of the amended mark within 10 working days of the Request being received.
  - Where the original Assessment is a 100% multiple-choice examination, the computer answer sheet will be manually re-marked.
- Students who wish to lodge a grievance about the re-mark process (not the academic judgement used in re-marking their Assessment item) should refer to the *Grievances, Complaints and Appeals Policy*.

## Internal Results Moderation and Grade Ratification

The Grade Ratification and Assessment Committee for Award Courses is a sub-committee of the Academic Board. The panel of internal and/or external professionals for Non-Award Courses is not a sub-committee of the Academic Board. Both the Committee and panel ensure that the College has adequate academic and operational procedures in place for the development and facilitation of Assessment procedures. Following completion of marking, and prior to their release, final results for each Unit are reviewed accordingly by the Committee and panel. The Committee and panel will compare the results with previous equivalent Unit results (including the mean and pass rate) or previous equivalent Assessment results (including both the entry and exit levels) and may accept the results, order a review, or appropriately scale the Assessment marks.

## Provision of Assessment Results

To ensure student confidentiality and compliance with privacy legislation, Assessment results will not be released over the telephone, by email or to another party without the student's written permission in accordance with the *Privacy Policy*.

## Assessment Results

Unit results on Award Course student records and transcripts for Award Courses will be recorded as grades and reported as follows:

**Table 2(a): Assessment Grades – Award Courses**

Mark	Grade	Standards
80 - 100	High Distinction (HD)	The student is above the specified learning requirements for a Distinction grade and demonstrates exceptional research skills and an exceptional ability to synthesise, evaluate and integrate knowledge and to demonstrate originality.
70 – 79	Distinction (D)	The student is above the specified learning requirements for a Credit grade and demonstrates distinctive research skills and a distinctive ability to synthesise, evaluate and integrate knowledge and to demonstrate originality.
60 - 69	Credit (C)	The student is above the specified learning requirements for a Pass grade, has very good research skills, and has the ability to analyse and apply skills and concepts. The student has some ability to synthesise, evaluate and integrate knowledge and to demonstrate originality.
50 - 59	Pass (P)	Learning requirements have been met at a basic, satisfactory or competent level. The student work is of sufficient quality to enable them to progress further in their studies.
0 - 49	Fail (F)	Learning requirements specified in the Unit Outline have not been met. This result also applies where a student is awarded a fail in a Unit as a result of misconduct.
	Absent Fail (AF)	Indicates that a student did not submit or sit any Assessment events for a Unit and that the student did not formally withdraw from the Unit.
	Incomplete (I)	Indicates that a student has not had a final grade determined because they have not completed all Assessment tasks and has been granted an extension of time or has been granted a Supplementary Examination or additional Assessment or have an Assessment under investigation for possible academic misconduct. The grade is temporary and must be finalised before the end of the following Study Period.
	Withdrawn No Fail (WNF)	Indicates that a student has formally notified the College of their withdrawal from a Unit prior to the census date**.
	Withdrawn Fail (WF)	Indicates that a student has formally notified the College of their withdrawal from a Unit after the census date and prior to the final day of teaching.
	Withdrawn Medical (WM)	Indicates that a student has formally notified the College of their withdrawal due to medical issues.
	Exempt (E)	Indicates that a student has achieved an exemption for the Unit via the Recognition of Prior Learning process.

**\*\*Census date may vary. Please check the College website for more details.**



Assessment results determining the expected exit levels for ELICOS Courses will be recorded as levels and reported as follows:

**Table 2(b): Assessment Levels – ELICOS Courses**

<b>(i) Common European Framework of Reference for Languages</b>			
<b>Elementary</b> CEFR A1	<b>Listening / Speaking</b> Can understand simple instructions and can participate in basic, factual conversations on predictable topics.	<b>Reading</b> Can understand basic written information using limited vocabulary.	<b>Writing</b> Can make simple sentences and phrases.
<b>Lower Intermediate</b> CEFR A2	<b>Listening / Speaking</b> Can understand and express simple opinions, instructions and needs in a familiar context.	<b>Reading</b> Can understand clear, simple texts using basic vocabulary.	<b>Writing</b> Can write simple sentences and texts conveying personal information.
<b>Intermediate</b> CEFR B1	<b>Listening / Speaking</b> Can understand and express information and opinions on familiar topics; can follow and engage in simple, everyday conversations.	<b>Reading</b> Can understand clear, simple texts and can understand relatively complex vocabulary from context.	<b>Writing</b> Can write simple texts on familiar topics or predictable matters.
<b>Higher Intermediate</b> CEFR B2	<b>Listening / Speaking</b> Can understand or discuss familiar and some specialised topics with limited fluency.	<b>Reading</b> Can understand general information and specific details in a range of texts and genres, determining some unknown vocabulary from	<b>Writing</b> Can write clear, detailed paragraphs and other texts on general knowledge topics.
<b>Advanced</b> CEFR C1	<b>Listening / Speaking</b> Can understand and discuss or argue familiar topics, as well as cope with less familiar ones, with moderate fluency.	<b>Reading</b> Can understand a range of texts and genres, especially within one's area of experience; can understand unfamiliar vocabulary from context.	<b>Writing</b> Can write well-developed essays and texts within one's area of experience, displaying a range of vocabulary and sentence structure.
<b>Proficiency</b> CEFR C2	<b>Listening / Speaking</b> Can understand and discuss or argue complex issues with near-native fluency.	<b>Reading</b> Can quickly and accurately understand a wide range of general and specialised authentic texts, determining unfamiliar vocabulary from context.	<b>Writing</b> Can write well-developed essays and texts, accurately using a broad range of vocabulary, sentence structure, and punctuation.
<b>(ii) Expected Exit Levels (vary depending on students' study duration)</b>			
<b>Courses</b>	<b>KITE</b>	<b>IELTS</b>	<b>TOEFL (CB)</b>
English for Academic Purposes (Intermediate to Upper Intermediate)	425 – 499	5.5 – 7.0	46 – 74

## Viewing Assessment Papers

Students may view their marked Assessment papers or 5-weekly Assessments under supervision up to four weeks after the results have been released. Requests to view these documents should be made separately in writing to College Services within five working days of the release of results. Students **must not** copy the documents or remove them from the premises.

## Relevant Legislation

As a registered education provider, the College operates under strict laws and regulations. Policies and procedures are in place to ensure compliance with the legislative instruments referenced below:

- Australian Qualifications Framework
- Common European Framework of Reference for Languages
- Education Services for Overseas Students Act 2000 (ESOS Act)
- Education Services for Overseas Students (Foundation Program Standards) Instrument 2021
- Education Services for Overseas Students Regulations 2019
- ELICOS Standards 2018
- Higher Education Standards Framework 2021 (Threshold Standards)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)

## Related Policies

This policy should be read in conjunction with the following College policies:

- Academic Integrity and Misconduct Policy
- Academic Quality and Governance Framework
- Academic Success Policy
- Attendance Monitoring and Intervention Policy
- Course and Subject Development and Review Policy
- Course Progression Policy
- Diversity, Inclusion and Equity Policy
- Grievances, Complaints and Appeals Policy
- Learning Resources and Facilities Policy
- Privacy Policy
- Reasonable Adjustment Policy
- Student Record Management Policy
- Support for Students Policy

## Version Control and Accountable Officers

It is the joint responsibility of the Implementation Officer and Responsible Officer to ensure compliance with this policy.

Policy Category		Academic		
Responsible Officer		Vice President, Academic		
Implementation Officer(s)		Director, Learning and Teaching		
Review Due Date		June 2028		
Approved by				
KHE Academic Board				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
1.0	Quality, Regulations and Standards Team	<ul style="list-style-type: none"><li>• New Policy.</li></ul>	17.02.2023	17.02.2023
2.0	Quality, Regulations and Standards Team	<ul style="list-style-type: none"><li>• Updated grades to align to Murdoch University.</li></ul>	19.09.2024	20.09.2024
3.0	Quality, Regulations and Standards Team	<ul style="list-style-type: none"><li>• Updated Pass requirement to state all Assessments must be attempted.</li><li>• Addition of Withdrawn Medical (WM) Assessment grade.</li><li>• Minor editing and formatting changes.</li><li>• Transfer to updated template.</li></ul>	20.03.2025	21.03.2025
3.1	Quality, Regulations and Standards Team	<ul style="list-style-type: none"><li>• Updated scope and purpose.</li><li>• Added and refined definitions.</li><li>• Included academic integrity reference.</li><li>• Clarified assessment instrument standards.</li><li>• Updated TOEFL iBT score range.</li><li>• Revised ELICOS assessment and moderation content.</li><li>• Minor editing and formatting changes.</li></ul>	19.06.2025	25.06.2025