

Assessment Procedure

1 Purpose & Objective

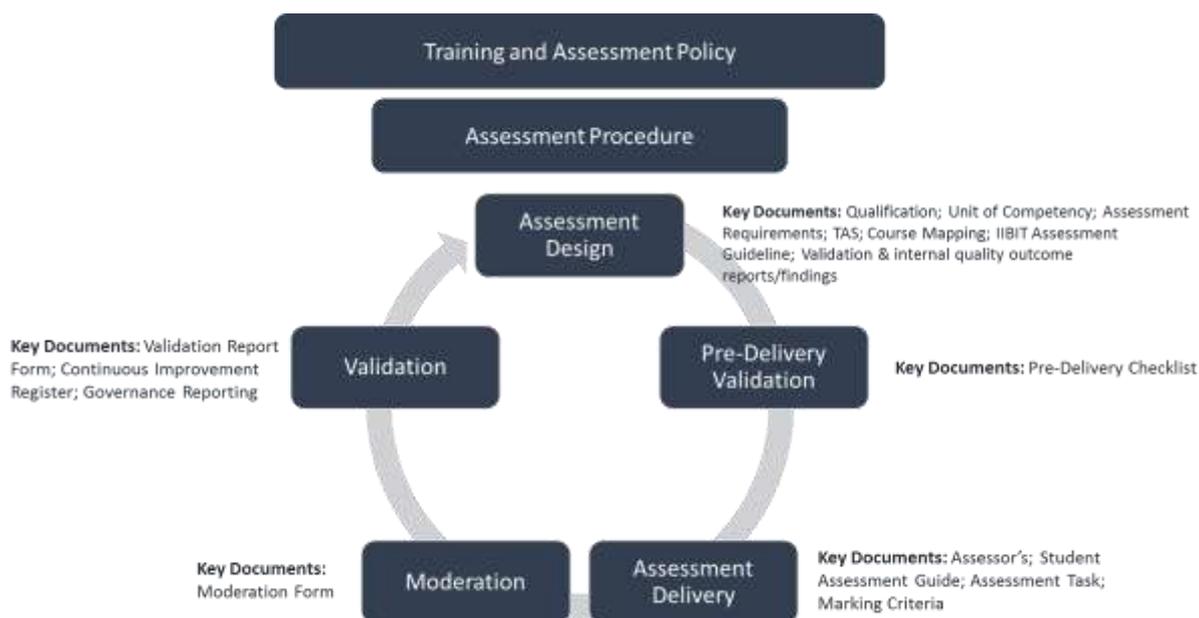
- 1.1 The purpose of this procedure is to guide academic staff in the design, delivery, marking and moderation of assessment at IIBIT.

2 Scope

- 2.1 This procedure applies to all vocational education and English Language Intensive Courses for Overseas Students (ELICOS) courses on scope with IIBIT in Australia.

3 Assessment System

- 3.1 Diagram 1 summarises IIBIT's assessment system, of which this procedure is a key input.



4 Procedure: Formative Assessment

- 4.1 Formative assessment refers to assessment tasks that do not contribute to the final grade/Competency and are designed to evaluate student comprehension, learning needs, and academic progress during a particular lesson or subject. Formative assessment helps staff members and students to identify concepts that students are finding challenging, skills they are having difficulty acquiring, or learning outcomes they have not yet achieved, so that adjustments can be made to lessons, instructional techniques, and academic support or individual (in the case of the student) study techniques or effort. Formative assessment helps students concentrate their time on a given area and provide them with the opportunity to practice and become more confident prior to summative assessment.

- 4.2 Where practical, each unit will include at least one structured formative assessment task and/or tool embedded within the Learning Management System (LMS) as part of the online activities.
- 4.3 Preferred practice is to include, at a minimum, a quiz that students can complete and re-sit during the teaching period to test their knowledge and understanding of key concepts.
- 4.4 Formative assessment should be linked to the content, skills or knowledge of the unit, to discover what students know and need to know by the end of the teaching period.
- 4.5 Clause 4.1 does not preclude the practice of structured formative assessment being conducted during a lecture, face to face training, tutorial or other teaching environment.

5 Procedure: Summative Assessment

Design and Delivery

- 5.1 Summative assessment requirements for all IIBIT courses and units are designed to assess the attainment of course and/or unit level learning outcomes.
- 5.2 Summative assessment must be both fair and valid in accordance with clause 3.24 of the Training and Assessment Policy.
- 5.3 Summative assessment requirements within programs and subjects include a variety of tasks determined by the range of learning outcomes.
- 5.4 Assessment will be based on more than one assessment task and generally more than one assessment method (wherever practicable).
- 5.5 Usually there will be three but no more than four assessment tasks for each unit, including examination /knowledge test.
- 5.6 Assessment criteria for each summative assessment task must be described in sufficient detail to enable students to meet the requirements of the task and demonstrate the associated learning outcomes.
- 5.7 Assessment tasks (except for selected-response questions such as multiple choice, true/false and similar quiz-style questions) must be criterion-referenced.
- 5.8 Timing of assessments will be reasonable and sustainable for students and staff and organisation units.
- 5.9 The detail of all assessment items must be made available to students at the time of the release of the unit material. The following must be provided in the assessment overview or for each assessment task:
 - a) purpose of assessment;
 - b) target student group;
 - c) required response format;
 - d) assessment conditions;
 - e) materials/resources required;
 - f) permissible assessor intervention);
 - g) permissible reasonable adjustment;
 - h) instructions to assessors

i) Instructions to students.

- 5.10 Assessment requirements cannot be altered after they have been published, except in exceptional circumstances with the approval of the course coordinator & Academic Quality officer. Students must be notified of any changes to an assessment task by email and/or through the LMS.
- 5.11 Students will submit each assessment task by the due date specified.
- 5.12 Electronically submitted assessment tasks must be submitted by 23:59 on the due date using the current time zone, unless otherwise stated in the assessment task information.
- 5.13 Assessment tasks will not be accepted after the earlier of the following occurrences:
- a) the fifth (5th) working day after the due date; or
 - b) feedback on the assessment task has been returned to any student by academic staff.
- 5.14 Late submission of take-home tests is not permitted.

Marking and Results

- 5.15 Marking will be completed as soon as practicable with grades and feedback returned to students no later than ten (10) working days after the final submission date or extension of time.
- 5.16 Grades will be entered and feedback disseminated to students via the Learning Management System.
- 5.17 Feedback on assessment should be constructive, justify the mark and grade to the assessment criteria.
- 5.18 Students may seek a review of their performance in supervised examinations and view their marked written script if they place their request in writing to the VET Coordinator or Director of Studies (ELICOS) within twenty (10) working days of the final results for the unit being made available to the student.
- 5.19 All assessments for VET courses are assessed according to the rules outlined in the relevant Training Package or accredited course. Each unit of competency is allocated a result as follows:

Outcome	Abbreviation	Description
Competent	C	Competent is awarded to a student who has achieved all of the learning outcomes specified for the unit to the required standard.
Not Yet Competent	NYC	Not Yet Competent is awarded to a student who has attempted all the assessment items but failed to achieve all of the learning outcomes specified for the unit to the required standard
Satisfactory	S	Awarded to a student who has demonstrated that they are competent to the specified standard against each of the elements being assessed for an Assessment.

Not Satisfactory	NS	Awarded to a student who has NOT demonstrated that they are competent to the specified standard against each of the elements being assessed for an Assessment.
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5.20 Results or grades for ELICOS students are allocated as follows:

Outcome	Abbreviation	Description
85-100%	A	Excellent – all outcomes have been achieved at a high level.
70-84%	B	Good – all outcomes have been achieved; more development required for some skills or all skills
50-69%	C	Satisfactory – Most outcomes have been achieved; substantial development required.
50-69%	D	Unsatisfactory – most outcomes not achieved; Review of learning program recommended.

5.21 Results or grades for VET students are allocated as follows:

Outcome	Abbreviation	Description
Competent	C	Student is competent for units of competency
Not Yet Competent	NYC	Student has been assessed for a unit of competency and found to be not competent

5.22 Other final notations are as follows:

Outcome	Abbreviation	Description
Withdrawn Deleted	WD	The student has withdrawn from the unit
Excluded for Unsatisfactory Academic Progress	ExUAP	The student has failed to attempt all assessment items
Credit Transfer	CT	The student has achieved all of the learning outcomes specified for the unit to the required standard through prior formal learning
Recognition of Prior Learning	RPL	The student has achieved all of the learning outcomes specified for that unit to the required standard through prior learning that includes informal and/or non-formal learning, and may also include formal learning

Moderation

5.23 Moderation is required where there is an element of subjectivity in the evaluation of an assessment task and more than one marker is involved in marking assessment tasks in the unit. Papers will be blind moderated.

5.24 For the purposes of moderation:

- a) the assessment criteria and rubric must be distributed to all markers prior to moderation of marking of the assessment task;

- b) assessment criteria and rubric are the elements by which the quality of student work is judged against the desired learning outcomes;
- c) standards (such as those outlined in a rubric) describe the levels of achievement attained; and
- d) the sample of papers selected for moderation must constitute as per ASQA guidelines of submitted papers. The sample must cover the provisional spread of grades, prior to markers discussing and agreeing on the final application of standards against the assessment criteria.

5.25 The IIBIT Ratification Committee, chaired by the General Manager (Academic Services and Quality Assurance), will meet at the end of each teaching period to review and ratify final marks, grades and grade distributions for all units offered in the teaching period.

5.26 The processes of moderation and Ratification Committee consideration can include the adjustment of student marks, but always based on the re-assessment of student work. Adjustments to student marks must occur before the script or the marks have been communicated to the student.

5.27 Appeals against grades or marks awarded will be processed in accordance with the provisions of the Complaints and Appeals Policy and Procedure.

Validation

5.28 Assessment validation and assessment moderation is undertaken as part of IIBIT's quality assurance and continuous improvement processes.

Resubmission

5.29 Students who submits an assessment task but whose work is deemed Unsatisfactory will be given one further opportunity to demonstrate competency in that task.

5.30 Following notification of the unsatisfactory outcome, a student will have a further seven (7) calendar days to resubmit.

5.31 Re-submissions must be made on time.

5.32 If after the resubmission the student's assessment is still assessed as Unsatisfactory, that outcome will stand.

Appeals

5.33 A student who considers that their final unit result is inappropriate or unfair may request a review of their final result.

5.34 A review must be requested from the General Manager (Academic Services and Quality Assurance).

5.35 The review may result in:

- a) Adjustment of the student's results, or
- b) No change to the original results.

5.36 The student may choose to appeal the decision under the Complaints and Appeals Policy and Procedure.

6 Procedure: Compassionate and Compelling Circumstance

- 6.1 Students are deemed to be academically disadvantaged by and unexpected compassionate and circumstances which impact on their performance or their ability to complete their assessment tasks by the specified date.
- 6.2 In such circumstances a student may be eligible for a modified arrangement, such as:
- a) an assessment deadline extension
 - b) re-submission or re-assessment
 - c) deferred assessment
 - d) special consideration
- 6.3 Compassionate and compelling circumstances are those which were outside the control of the student and/or for which there was no opportunity to prepare in advance.
- 6.4 Compassionate and compelling circumstances include:
- a) Medical illness/injury: an unexpected illness, a recurrence of a chronic illness or an accident (supporting documentation must take the form of an original certificate or letter on letterhead from a registered treating medical practitioner, registered health practitioner or approved specialist, depending on the nature of the condition).
 - b) Hardship or trauma such as the death or serious illness of a close family member, severe disruption to domestic arrangements, being a victim of crime or an accident. (Supporting documentation may take the form of a letter from a campus counsellor who has prior knowledge of the student and their circumstances; an original medical certificate or letter on letterhead from a registered treating medical practitioner, registered health practitioner or approved specialist, depending on the nature of the condition; a letter from a person qualified to assess and support the application (e.g. clergy providing grief counselling); or a certificate from a funeral director or death notice. Supporting documentation will not be accepted from a relative or personal friend of the student, or friend of the student's family).
 - c) Religious observance or obligations, formal legal commitments, or unforeseen and significant employment-related circumstances such as a move interstate at short notice. (Supporting documentation can include an original letter confirming changed employment circumstances, a copy of an accident report or a court summons)/.
- 6.5 Where a student is unable to make her or his own case directly, an application on their behalf may be made by an immediate family member or guardian, or another appropriate person. Such persons must produce evidence to the satisfaction of the General Manager (Academic Services and Quality Assurance) that they are entitled to act on behalf of the student.
- 6.6 A special assessment or examination must be comparable in assessment strategy and length

7 Procedure: Students with Special Needs

- 7.1 Upon a request from a student with special needs (declared, verified and lodged with IIBIT) IIBIT will make reasonable adjustments to assessment methods that allow the student to be assessed against the unit outcomes, providing that these adjustments are appropriate for the content, the discipline and the learning outcomes of the unit.
- 7.2 Students may request a variation to assessment methods, tasks and timelines based on medical, compassionate or religious grounds, or community services.

- 7.3 Requests for Special Needs are considered and ruled upon by the General Manager (Academic Services and Quality Assurance)
- 7.4 Such variations must be requested in writing during the first two weeks of the course.
- 7.5 Where alternative assessment is required due to disability, alternative arrangements must be arranged to ensure accordance with the Disability Standards for Education 2005, under the Disability Discrimination Act 1992.
- 7.6 The alternative assessment tasks must be negotiated directly between the student, or an associate of the student accepted as such by the General Manager (Academic Services and Quality Assurance), and the Course Coordinator and be signed and documented in a Study Access Plan (SAP), with due consideration for assessment validity.

8 Roles and Responsibilities

- 8.1 IIBIT Academic Committee is responsible for ensuring that the assessment of all new courses and units or amendment to existing courses and units adheres to this procedure.
- 8.2 Course Coordinators are responsible for ensuring that validation and moderation occurs where necessary and that feedback is provided to students within designated timeframes.
- 8.3 The General Manager (Academic Services and Quality Assurance) is responsible for:
 - a) ensuring compliance with this policy and related procedures;
 - b) benchmarking IIBIT policy and standards with those adopted elsewhere in the tertiary sector;
 - c) the monitoring of information available from the review of records relating to the implementation of this procedure;
 - d) convening the Ratification Committee; and
 - e) ensuring that all assessment information is available to students in the required time frame.
- 8.4 All staff are responsible for becoming familiar and complying with this procedure.
- 8.5 The standard operating procedures are revised and approved by the IIBIT Academic Committee on yearly basis. The SOP cannot be altered after they have been approved, except in exceptional circumstances with the approval of the General Manager (Academic Services and Quality Assurance).

9 Definitions

ASSESSMENT MODERATION	means the process of establishing comparability of standards in student performance so that judgements made of student performance are consistent. The goal of assessment moderation is to assure assessment decisions are valid, reliable, consistent and fair
ASSESSMENT VALIDATION	means the quality review of the assessment process. It involves checking that assessment tools produce valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of a course or training package are met. It includes the review of a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or

AQF	means the Australian Qualifications Framework
BLIND MODERATION	means quality assurance processes which exclude student identifiers, ensuring that assessments are marked accurately, consistency and fairly. It is required for every assessment that involves a degree of subjectivity
COMPETENCY	means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situation and improvements (Standards for Registered Training Organisations 2015: User’s Guide).
RATIFICATION COMMITTEE	means the internal group of staff who officially consider assessment outcomes and final grades
FORMATIVE ASSESSMENT	means assessment tasks that do not contribute to the final grade of the student, that are designed to evaluate student comprehension, learning needs and academic progress during a particular lesson or subject. Formative assessment helps staff and student to identify concepts that students are finding challenging, skills they are having difficulty acquiring, or learning outcomes they have not yet achieved, so that adjustments can be made to lessons, instructional techniques, and academic support or individual (in the case of the student) study techniques or effort
GRADE	means the final letter conversion of the mark attained by a student undertaking a unit
SUMMATIVE ASSESSMENT	means assessment designed to assess the attainment of course and/or unit level learning outcomes

10 Associated Information

Related Documents	<ul style="list-style-type: none"> • Training and Assessment Policy • Complaints and Appeals Policy and Procedure
Related Legislation	<ul style="list-style-type: none"> • National Code of Practice for Providers of Educations and Training to Overseas Students 2018(Commonwealth) • Privacy Act 1988 (Commonwealth) • Standards for Registered Training Organisations (RTOs) 2015 (Commonwealth)
Date Approved	7 February 2019
Date of Effect	1 July 2019
Date of Review	February 2024
Approval Authority	IIBIT Academic Committee
Document Administrator	General Manager (Academic Services and Quality Assurance)
PinPoint DocID	252

11 Change History

Version Control	1.1	
Change Summary	V 1.1 22-May-19	Revised clause 5.32 regarding number of resubmission possible; update Document Administrator and Responsibilities SGMAC to GMASQA plus administrative updates.

	V1 7-Feb-19	Consolidation of existing policy, approved by AC 4- Feb-19
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