Training and Assessment Policy

1 Purpose & Objective

1.1 The objective of the policy is to maintain consistency and rigour in all aspects of IIBIT's course design and delivery.

2 Scope

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

2.2 For ease of reference the term qualification is used as a synonym with the term 'course' to cover non AQF award ELICOS courses.

3 Policy

Principles

3.1 Quality, student-centric training and education is the core focus of IIBIT and this is demonstrated through a commitment to high standards in training, teaching and assessment, the provision of high-quality learning resources, the delivery of personalised academic support and opportunities to engage with industry and workplace mentors and/or partners.

3.2 This core focus is characterised by:
   a) clearly defined and enforced standards of delivery and academic integrity;
   b) a student-focussed constructivist approach to teaching which builds on students' prior knowledge, with a focus on scaffolded content delivery from knowledge and skill acquisition through to application;
   c) curricula that are relevant, contemporary and informed by research and thinking in the discipline;
   d) an inclusive and stimulating learning environment that incorporates face-to-face delivery, access to integrated learning technologies and work-based learning directed towards career-ready graduates;
   e) recognition of the diversity of training, academic and personal support required by its diverse student cohort;
   f) a commitment to maximise opportunities for students to successfully complete their studies; and
   g) support for a community of enquiry based on mutual respect between students and academic and professional staff and opportunities for students to participate in decision making.

Qualification Approval, Amendment and Transition

3.3 All qualifications are added to scope with reference to IIBIT's strategic direction and current, expected future demand with an emphasis on external benchmarking and industry consultation to ensure that qualifications meet the expectations and needs of

students, industry, and professional and regulatory accrediting bodies.

3.4   VET qualifications may take the form of:
   a)   a nationally endorsed training package; or
   b)   an Australian Skills Quality Authority (ASQA) endorsed course comprising of enterprise units (units that do not duplicate existing training package content).

3.5   All ELICOS courses must align with the National Standards for ELICOS providers and courses (ELICOS Standards).

3.6   Overarching internal approval of all qualification must be independent of the staff directly involved in its design and delivery.

3.7   Wherever practicable and appropriate, qualifications include an opportunity to expose students to the context and requirements of professional practice.

3.8   Qualifications must not be advertised or offered until approval to proceed is granted by the relevant professional or regulatory body.

3.9   A decision to withdraw a qualification from IIBIT's scope may be made based on financial (numbers and revenue), academic or reputational risk indicators.

3.10   IIBIT ensures all learner training and assessment is completed and the relevant AQF certification documentation issued within a period of one year from the date of replacement training product.

3.11   Where a student has not completed the superseded training package qualification or accredited course at the completion of the teach-out period, they will be transferred to the new qualification.

3.12   Where the National Register publishes that a training package qualification has been deleted, IIBIT does not enrol any new students into the deleted training package qualification or course.

3.13   No new enrolments in superseded training package qualifications or accredited courses commence after the 12-month period.

Learning Resources

3.14   Learning resources are the facilities, learning technologies, texts and library services available to students and to teaching staff to supplement and enhance curriculum delivery and assessment.

3.15   IIBIT believes that the appropriate selection and integration of learning resources in conjunction with relevant, contemporary content and sound pedagogy is integral to student success.

3.16   Learning resources are selected, designed and developed to enable students to succeed in units and qualification of study and must:
   a)   meet a stated curricular or pedagogical need;
   b)   support and enhance pedagogy;
   c)   support the quality of the student experience and take into consideration issues of accessibility for disability and diverse learning needs;
   d)   foster continuous renewal and innovation in Vocational Education and higher

education delivery while catering to the needs of IIBIT's student cohort;
- e) be sustainable and scalable;
- f) if an additional cost to the student, be affordable and accessible;
- g) align with IIBIT's strategic goals.

3.17 The currency, value and pedagogical impact of learning resources must be reviewed as part of quality monitoring and review.

Assessment

3.18 Assessment is integral to the advancement of student learning and evaluation of the student's knowledge, understanding, abilities or skills with a mix of formative and summative assessment essential to meeting these aims.

3.19 Cumulative assessment outcomes certify that students have acquired the necessary skills and knowledge, and the ability to apply them appropriately, to meet qualification and unit of competency outcomes, and external requirements from professional bodies or registration authorities.

3.20 Assessments are to be relevant to the workplace where appropriate and consultation with industry should form part of this process.

3.21 Assessment and feedback should:
- a) empower and engage students with their learning;
- b) encourage peer-to-peer interaction and open dialogue between students and academic staff;
- c) actively develop information skills to enable students to recognise what information is required when and to locate, evaluate and use information effectively;
- d) provide a sound measure of the acquisition of learning outcomes.
- e) Assessment outcomes are recorded as one of the following (i) Competent (C) - Learners are deemed 'competent' when they have consistently demonstrated their skills and knowledge to the standard required for a full unit/module (ii) Not Yet Competent (NYC) – Learners are deemed 'Not Yet Competent' when they are unable/have not demonstrated appropriate levels of competence in accordance with the minimum performance standards for a full unit/module

3.22 Assessment outcomes must be blind moderated to ensure consistency in marking across subjects.

3.23 Assessment will be reviewed as part of IIBIT quality assurance and improvement processes.

3.24 Assessment in VET courses is conducted in accordance with the Principles of Assessment and the Rules of Evidence**.**

3.25 Principles of Assessment
- a) Fairness: the individual student's needs are considered in the assessment process; where appropriate, reasonable adjustments are applied by IIBIT to take into account the individual student's needs; IIBIT informs the student about the assessment process, and provides the student with the opportunity to challenge the result of the assessment and be re-assessed if necessary.
- b) Flexibility: assessment is flexible to the individual student by reflecting the student's

needs, assessing competencies held by the student no matter how or whether they have been acquired, and drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

    c) Reliability: evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

    d) Validity: the assessment decision is justified based on the evidence of performance of the individual student. This principle requires: assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; assessment of knowledge and skills is integrated with their practical application; assessment to be based on evidence that demonstrates that a student could demonstrate these skills and knowledge in other similar situations; judgement of competence is based on evidence of student performance that is aligned to the unit/s of competency, and associated assessment requirements.

3.26   Rules of Evidence

    a) Validity: the assessor is assured that the student has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

    b) Sufficiency: the assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a student's competency.

    c) Currency: the assessor is assured that the assessment evidence demonstrates current competency. This requires assessment evidence to be from the present or the very recent past.

    d) Authenticity: the assessor is assured that the evidence presented for assessment is the student's own work.

Academic Misconduct

3.27   IIBIT is committed to maintaining principles of academic integrity and honesty with students and staff expected to observe the highest ethical standards in all aspects of academic work.

3.28   Students and staff are formally instructed as to what constitutes academic misconduct and must commit to engage in behaviour that upholds these standards.

3.29   IIBIT will deal fairly, transparently and consistently with allegations of academic misconduct.

3.30   Students and staff who are found to be engaged in academic misconduct will be subject to an academic penalty commensurate with the severity of the misconduct and the number, if any, of repeat offences including measures such as exclusion and expulsion in extreme cases. Plagiarism, Cheating and Collusion in Assessment constitute the following

    a) Plagiarism, cheating and collusion in assessment are expressly prohibited.

    b) Learners cannot submit any piece of work for assessment that is not entirely their own work

    c) Learners cannot assist other learners with assessed work.

    d) Learners cannot accept assistance from other Training learners with assessed work

    e) Learners cannot submit the same piece of work for assessment as another learner

f) All cases of plagiarism, cheating and collusion are treated as a serious matter and will be reviewed and treated on a case by case basis

g) Depending on severity and circumstances, penalties of plagiarism, cheating and collusion may include one or more of the following (i) Completion and resubmission of a new assessment task; and/or (ii) All parties receiving a "Not Yet Satisfactory" result for the assessment task; and/or (iii) Verbal or written warning; and/or resubmission of work (iv) Suspension or expulsion from the course.

h) All parties receiving a "Not Yet Satisfactory" result for the assessment task; and/or

i) Verbal or written warning; and/or resubmission of work

j) Suspension or expulsion from the course.

3.31 Data in relation to academic misconduct is a key input into academic and organisational risk assessment, monitoring and review.

Communication with Students

3.32 IIBIT provides timely and adequate advice and guidance to its students if the qualification or course in which they are enrolled is superseded/deleted/ expired and students will be given the opportunity to transfer to the replacement training package qualifications and accredited courses.

3.33 Current students will be advised in writing as soon as possible of the detailed requirements, including associated fees for transfer to a replacement training package qualification or accredited course.

4 Roles and Responsibilities

4.1 The IIBIT Academic Committee is responsible for the overarching governance of this policy and its related procedures.

4.2 The General Manager (Academic Services and Quality Assurance) is responsible for:
   a) ensuring compliance with this policy and related procedures;
   b) ensuring that students are adequately notified of the existence of this policy and the related procedures
   c) benchmarking IIBIT policy and standards with those adopted elsewhere in the tertiary sector; and
   d) the monitoring of information available from the review of records relating to the implementation of this procedure.

4.3 All staff are responsible for becoming familiar and complying with this policy and the related procedures.

5 Definitions

AQF	means the Australian Qualifications Framework
ELICOS COURSE	means English Language Intensive Courses for Overseas Students (ELICOS) courses
NATIONAL REGISTER	means the register of nationally recognised training organisations
NON-AQF COURSE	means a course of study, which may be CRICOS registered, that does not comply nor is required to comply with the Australian Qualification Framework.

QUALIFICATION	means a qualification, which is approved by the Academic Committee and the Board of Governance, and is awarded upon completion of the relevant qualification requirements
STAFF	means employees of IIBIT employed under the Educational Services (Post-Secondary Education) Award 2010
STUDENT	means an admitted or enrolled student of IIBIT
	Admitted student means a student who has been admitted to an IIBIT course of study and who is entitled to enrol in a unit of study.
	Enrolled student means a student who has been admitted to an IIBIT course of study who is enrolled in a subject at IIBIT
UNIT (OF COMPETENCY)	means that each qualification of study comprises of a number of units which may be core/compulsory or elective. Each unit comprises a discrete set of objectives, content, methods and assessment which jointly ensure that qualification objectives and learning outcomes are met. Each unit consists of individual topics of study, unique to each unit.

6   Associated Information

Related Documents	• Assessment Procedure • Qualification Approval, Amendment and Transition Procedure • IIBIT Assessment Guidelines • IIBIT Pre-Assessment Validation Checklist • Validation of Assessment Tools and Judgements • TAS Template • Mapping Guide
Related Legislation	• National Vocational Education and Training Regulator Act 2011 • Standards for Register Training Providers 2015 • National Code of Practice for Providers of Education and Training to Overseas Students 2018 • Disability Standards for Education 2005
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7   Change History

Version Control	1.1	
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	V1 7-Feb-19	Consolidation of existing policy, approved by AC 7-Feb-19