



POLICY: ASSESSMENT CODE OF PRACTICE HIGHER ED

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RESPONSIBLE FOR REVIEW:	Academic Dean/Deputy Principal		
APPROVED BY:	Academic Board		
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AIM:	The aim of this policy is to set out specific responsibilities of IIBT academic management and staff members in relation to clearly aligning learning activities and assessments with stated learning outcomes and ensuring that assessment procedures and practices are valid, fair, flexible, and incorporate clearly defined assessment criteria.		

1. REGULATIONS:

- a. HESF 2015: 1.3, 1.4, 2.4, 3.1, 5.1, 5.3
- b. National Code 2018
- c. Standards for RTOs 2015
- d. ELICOS Standards 2018

2. POLICY INFORMATION:

2.1 Introduction:

IIBT management and staff are committed to ensuring that assessments are accurate, consistent, equitable and fair. This is done through internal moderation of assessments, benchmarking with similar higher education providers, as well as through quality assurance provided by the Board of Examiners and the Academic Board.

Fundamentally IIBT must ensure that moderation processes ensure consistency and quality.

They must achieve the following outcomes:

- a. Ensure courses and units meet AQF standards.
- b. Ensure courses and units are comparable with other higher education providers.
- c. Ensure courses and units meet the standards of external accreditation authorities.
- d. Ensure that the currency of professional academic standards is maintained.
- e. Ensure that procedures for assessment are valid, explicit, and reliable and these procedures are made public to all stakeholders.
- f. Ensure that assessment tasks address the learning outcomes for the course as a whole.



- g. Ensure all assessment tasks address the learning outcomes and performance criteria as stated in the unit outline.
- h. Ensure that each unit outline is reviewed and revised prior to commencement of unit in each trimester and that it is an accurate descriptor of the contents of the unit.
- i. Ensure that all IIBT students are made aware of assessment requirements in the first week of each trimester.
- j. Ensure that all assessment tasks are graded against a marking guide/rubric that is consistent with the assessment criteria.
- k. Ensure that feedback enables opportunities for students to improve on performance.
- l. Ensure that IIBT maintains transparent and fair mechanisms for marking and moderating grades.
- m. Ensure moderation processes are evaluated periodically.
- n. Ensure that all assessment is conducted in a manner that complies with rigorous quality assurance measures.

2.2 Policy Scope:

This policy applies to all IIBT staff and students and aims to:

- a. Engage students in the learning process.
- b. Provide a constructive opportunity for feedback on learning outcomes that can benefit both students and the IIBT teaching staff.
- c. Identify and assess the IIBT student's ability to articulate to further study through the pathway opportunities that IIBT provides.
- d. Produce and disseminate data relating to student academic attainment and performance.
- e. Identify, assess, and benchmark student performance levels against sought attainment standards at unit and overall course.
- f. Ensure AQF appropriate learning outcomes; and
- g. Grade students' performances and ranks as appropriate for the purposes of awards, scholarships, and citations etc.

2.3 Definitions:

- a. **Formative Assessment:** An assessment that is used to provide students with feedback on course unit progress that can be then incorporated into the other subsequent assessment tasks.
- b. **Summative Assessment:** An assessment that is used to draw together all the marks or measure performance over a unit or the entire course.
- c. **Weighting:** Assessment weighting refers to the individual assessment task in relation to the overall total subject mark.
- d. **Subject Moderation:** Subject moderation involves a review of the unit's learning outcomes and/or assessment results. It is normally undertaken by a qualified person who is not



involved with the unit delivery or assessment.

- e. **Assessment Moderation:** involves the analysis of individual student assessment over the entire period of a unit or more likely, the entire course.
- f. **Criterion Referenced Assessment:** used as the measure to assess student performance against an agreed set of referenced objectives.

3. PROCEDURES:

3.1 Assessment and Feedback Practices:

IIBT will achieve this policy by ensuring that:

The Institute through the Academic Board, Teaching and Learning Committee and Board of Examiners, will ensure that assessment and feedback practices are:

- a. Timely, accurate, fair, transparent, inclusive, and consistent across the Institute.
- b. Managed and moderated well amongst academic staff.
- c. Supported by a clear understanding of what constitutes academic integrity in assessment and a consistent application of the procedures and consequences of academic dishonesty.
- d. Supported by resources that provide staff with access to information and opportunities to increase their assessment literacy and their capability in the practice of assessment and feedback.
- e. Underpinned by consistently applied policies and procedures to inform and manage requirements for students with disabilities and/or special consideration.
- f. Chosen based on validity, reliability, relevance, opportunities for feedback, cost effectiveness, support substantive discipline rigour and timeliness in reporting.
- g. Course units should include assessment tasks that include a sensible balance of formative and summative assessment measures.
- h. The first weighted assessment that contributes to a summative grade should occur soon enough to allow for early student feedback opportunities in every unit on offer.
- i. Sustained by appeal mechanisms that are widely publicised and consistently applied.

The Institute, through the Academic Dean and Academic Board, requires:

- a. All academic staff, managers, and students to familiarise themselves with the implications of the Assessment Validation and Moderation Policy.
- b. Academic staff and managers will establish procedures to enable the implementation of the Assessment Validation and Moderation Policy.
- c. Academic staff and managers will ensure that they create strong connections with their related professional and accrediting bodies and employer groups to establish a clear and shared understanding of the standards of achievement implied in graduates' credentials they receive from IIBT.
- d. Students to comply with the systems, rules, and expectations for academic integrity in all matters to do with assessment products and performances.



3.2 Overall Responsibilities of Academic Staff and Managers:

Academic Staff and Managers have the responsibility to ensure that:

- a. Assessment and feedback information, resources and procedures are available and publicised, so students and staff are aware of their rights and responsibilities.
- b. Assessment and feedback principles, values and procedures are adhered to.
- c. There is a shared understanding of standards and expectations regarding assessment of learning.
- d. National and international standards occur with relevant professional and academic discipline organisations and other relevant stakeholders.
- e. Assessment tasks are aligned with each unit's and course's learning outcomes and the authentic intentions of the program.
- f. A diverse range of assessment tasks are incorporated into the program to provide opportunities for students to acquire and further develop the espoused IIBT Graduate Attributes.
- g. Assessment task design and requirements are monitored in terms of authenticity and workload.
- h. Students receive formative assessments and feedback and gain adequate information in a timely fashion to learn from past activities and become effective in self-assessment.
- i. A consistent approach is adopted towards developing students' understanding of integrity and honesty in academic practice.
- j. There is a consistent interpretation of incidents of academic misconduct and a consistent application of the procedures and consequences for academic dishonesty (see Student Academic Misconduct Policy).
- k. Weightings for assessment items should meet the following requirements:
 - (i) Weighting must be expressed in percentage terms.
 - (ii) The maximum weighting of a mid-trimester assessment item is up to a maximum 35% of the total summative assessment for the subject.
 - (iii) The minimum weighting of a mid-trimester assessment item is 10% of the total summative assessment for the subject.
 - (iv) The maximum weighting for examinations is 35% of the total summative assessment for the subject.
- l. The maximum weighting for any collective component of group work is 35% of the grade for the subject.
- m. Grading criteria and standards are applied accurately, fairly, and consistently.
- n. Examinations are managed according to the accepted policy and procedures.
- o. Accurate records of student performances are securely kept and maintained.
- p. Examination papers, scripts, records, and academic judgments are stored and managed efficiently and securely kept for the required period.
- q. In any public reporting of results only the student number is disclosed (not the student identity) except where the student has given consent.

3.3 Individual Responsibilities of Academic Staff:

Individual members of academic staff have responsibilities to:



- a. Be aware of the requirements for best practice in assessment design, communication, grading and feedback.
- b. Ensure that all assessment design and practice correspond to the objectives of the related unit and course of study and will enable the development of IIBT Graduate Attributes.
- c. Clearly communicate assessment expectations in a timely fashion to students and allow them to access required resources.
- d. Assess students' knowledge, skills, and capabilities.
- e. Ensure students are aware of the requirements for academic integrity.
- f. Review and provide useful detailed feedback on work submitted in a timely fashion.
- g. Keep and maintain acceptable paper or electronic records of students' achievements for the mandated period according to IIBT Records Management Policy.
- h. Ensure records and reports on student learning are based only on relevant evidence.
- i. Maintain confidentiality regarding student results, disclosing them only to those with a legitimate right of access (as per the Student Privacy Policy).
- j. Critically review assessment activities to minimise/eliminate opportunities for intended and unintended misconduct.
- k. Self-evaluate performance as an Assessor against the principles, values and practices outlined in this policy and seek peer feedback.
- l. Where the turnaround time between trimesters permits, seek external expert moderation of assessment design and grading practices to gain feedback on the academic and disciplinary standards they entail.

3.4 Rights and Responsibilities of Students:

IIBT students have the responsibility to:

- a. Recognise that the major objective of assessment is to aid learning rather than the achievement of grades.
- b. Be aware of the rules and requirements for progression in their study program, ensuring that they are fully aware of implications of discontinuation or withdrawal from a unit of study.
- c. Understand, and abide by, the assessment policies including academic honesty and the consequences for acts of academic misconduct that include cheating, collusion, plagiarism, and fraud.
- d. Be aware of how to seek help in relation to academic support needs.
- e. Conduct their assessment tasks ethically and to avoid any action that would unfairly disadvantage or advantage another student.
- f. Use assessment to engage in critical self-evaluation in terms of their progress towards the espoused learning expectations.
- g. Submit work on time, ensuring that it is their own except when shared ownership is part of the task.
- h. Keep a copy of all submitted assessable material for their personal record.
- i. Notify Academic staff as soon as difficulties arise with any aspect of an assessment.
- j. Notify staff as soon as possible if difficulties arise in terms of substantial absences and apply for Special Consideration with the evidence of appropriate medical and/or other certificates.



- k. Be familiar with mechanisms for appeal and the Complaints and Appeals Policy.

Students have a right to:

- a. Be informed about all aspects of assessment policy and practices in each unit of study including criteria, standards, and procedures to be met and penalties for breaches.
- b. Consistent application of policies, procedures, and penalties.
- c. Timely return of results with feedback to enable improved performance.
- d. Information that allows them to calibrate their own performance against the expected learning outcomes.
- e. Review their examination scripts and other forms of summative assessment (except in the case of reuse) for the duration of the mandated script retention period.
- f. Access their student file and other documents related to their assessment.
- g. Be informed of the mechanisms for appeal.
- h. Appeal against academic decisions in accordance with the IIBT Complaints an Appeals Policy and Procedures within the Institute.

3.5 Rights and Responsibilities of Professional and Accrediting Associations and Employer Groups:

These external stakeholders have the right to:

- a. Access information that provides a clear explanation of the procedures and standards used to assess students' capabilities.
- b. Have their opinion respected as it relates to discussion of desirable IIBT graduate attributes.
- c. Engage in peer-to-peer negotiations with related IIBT academic areas in any process used to identify desirable graduate attributes and in articulating the standards against which student performances are judged.
- d. Be assured of the accuracy, consistency and representativeness regarding student achievement contained in documentation produced by IIBT and released to them by students and graduates.
- e. Experience some measure of mutual benefit when they provide opportunities for students to work in their organisations to learn.

These external stakeholders have a responsibility to:

- a. Recognise and respect the educational dimension of disciplinary expertise held by academic staff, namely how a particular subject area is learned.
- b. Contribute to the IIBT process for developing shared comprehensive and validated conceptions of desirable graduate capabilities and how they are recognised in the workplace, profession and/or community.
- c. Provide opportunities for students to carry out some part of their study program in real world contexts as learners, not just observers or unpaid workers.
- d. Provide meaningful feedback to assist students to improve their performance when they are placed and assessed in their respective organisations.

END OF DOCUMENT