



POLICY: ASSESSMENT CODE OF PRACTICE HIGHER ED

POLICY NUMBER:	AC005	VERSION:	7.0
DATE ADOPTED:	30 August 2013	DATE LAST REVIEWED:	10 September 2018
DATE OF NEXT REVIEW:	10 September 2020	REVIEW FREQUENCY:	Two years
AUTHORISED BY:	Chief Executive Officer	REVIEWED BY:	Academic Dean
RESPONSIBLE FOR REVIEW:	Academic Dean, Chief Executive Officer		
REVIEW PROCESS:	Academic Dean, Chief Executive Officer		
DOCUMENT MANAGEMENT:	U:/Policies and Procedures		
COMMUNICATION	All relevant staff will be automatically notified by email when the reviewed policy has been authorized		

Policy context: This policy relates to:

HE STANDARDS FRAMEWORK 2015	Provider Standards: 4.1, 4.3, 4.4 Course Standards: 5.1 – 5.6
ESOS	
NVR STANDARDS 2011	
LEGISLATION OR OTHER REQUIREMENTS	Tertiary Education Quality and Standards Agency Act 2011 The Education Services for Overseas Students (ESOS) Act 2000
OTHER POLICIES	Continuous Improvement Policy Quality Policy Benchmarking Policy Assessment Moderation Policy
FORMS AND OTHER	Assessment Moderation Checklist



DOCUMENTS	Lecturer unit evaluation form Moderation Report Template – Internal Moderation Report Template – External Annual Moderation Schedule/Continuous Improvement Schedule Moderation Meeting Report form
KEY WORDS (META DATA)	Moderation, subject moderation, assessment moderation, formative assessment, summative assessment, marking guides, assessment validation policy and procedure, assessment, referenced assessment, validation, weightings
DEFINITIONS	Formative Assessment – An assessment that is used to provide students with feedback on course unit progress that can be then incorporated in to the other subsequent assessment tasks. Summative Assessment – An assessment that is used to draw together all the marks or measure performance over a unit or the entire course. Weighting – Assessment weighting refers to the individual assessment task in relation to the overall total subject mark. 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. Assessment Moderation – involves the analysis of individual student assessment over the entire period of a unit or more likely, the entire course. Criterion Referenced Assessment – used as the measure to assess student performance against an agreed set of referenced objectives.
EVIDENCE	Assessment moderation reports – Internal and External

Policy Information:

POLICY	IIBT management and staff are committed to ensuring that assessments are accurate, consistent, equitable and fair. Fundamentally IIBT must ensure that moderation processes ensure consistency and quality. They must achieve the following outcomes: 1. Ensure courses and units meet AQF standards 2. Ensure courses and units are comparable with other higher
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	<p>education providers</p> <ol style="list-style-type: none"> 3. Ensure courses and units meet the standards of external accreditation authorities 4. Ensure that the currency of professional academic standards is maintained 5. Ensure that procedures for assessment are valid, explicit, and reliable and these procedures are made public to all stakeholders 6. Ensure that assessment tasks address the learning outcomes for the course as a whole 7. Ensure all assessment tasks reflect the learning outcomes and performance criteria as stated in the unit outline 8. Ensure that each unit outline is reviewed and revised prior to commencement of particular unit in each trimester and that it is an accurate descriptor of the contents of the unit 9. Ensure all IIBT students are made aware of assessment requirements in the first week of trimester 10. Ensure all assessment tasks are graded against a marking guide that is consistent with the assessment criteria 11. Ensure that feedback enables opportunities for students to improve on performance 12. Ensure IIBT maintains transparent and fair mechanisms for marking and moderating grades, and 13. Ensure moderation processes are evaluated periodically 14. Ensure that all assessment is conducted in a manner that complies with rigorous quality assurance measures.
SCOPE AND PURPOSE	<p>This policy applies to all IIBT staff and students and aims to:</p> <ol style="list-style-type: none"> 1. Engage students in the learning process; 2. Provide a constructive opportunity for feedback on learning outcomes that can benefit both students and the IIBT teaching staff; 3. Identify and assess the IIBT student's ability to articulate to further study



	<p>through the pathway opportunities that IIBT provides;</p> <ul style="list-style-type: none"> 4. Produce and disseminate data relating to student academic attainment and performance; 5. Identify, assess and benchmark student performance levels against sought attainment standards at unit and overall course levels and in the future, across and between course offerings; 6. Assure learning outcomes; and 7. Grade student performance and ranks as appropriate for the purposes of awards, scholarships and citations etc.
PROCEDURES	<p>IIBT will achieve this policy by ensuring that:</p> <p>The Institute through the Academic Board, Teaching and Learning Committee and Board of Examiners, will ensure that assessment and feedback practices are:</p> <ul style="list-style-type: none"> 1. Timely, accurate, fair, transparent, inclusive and consistent across the Institute. 2. Managed and moderated well amongst academic staff. 3. Supported by a clear understanding of what constitutes academic integrity in assessment and a consistent application of the procedures and consequences of academic dishonesty. 4. 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. 5. Underpinned by consistently applied policies and procedures to inform and manage requirements for students with disabilities and/or special consideration. 6. Chosen on the basis of validity, reliability, relevance, opportunities for feedback, cost effectiveness, support substantive discipline rigour and timeliness in reporting. 7. Course units should include assessment tasks that include a sensible balance of formative and summative assessment measures. 8. 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. 9. Sustained by appeal mechanisms that are widely publicised and consistently applied. <p>The Institute, through the Academic Director and Academic Board,</p>



	<p>requires:</p> <ol style="list-style-type: none"> 1. All academic staff, managers and students to familiarise themselves with the implications of the Assessment Validation and Moderation Policy. 2. Academic staff and managers will establish procedures to enable the implementation of the Assessment Validation and Moderation Policy. 3. 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. 4. Students to comply with the systems, rules and expectations for academic honesty in all matters to do with assessment products and performances. <p>Overall Responsibilities of Academic Staff and Managers</p> <p>Academic Staff and Managers have the responsibility to ensure that:</p> <ol style="list-style-type: none"> 1. Assessment and feedback information, resources and procedures are available and publicised, so students and staff are aware of their rights and responsibilities. 2. Assessment and feedback principles, values and procedures are adhered to. 3. There is a shared understanding of standards and expectations in regard to assessment of learning. 4. National and international standards occur with relevant professional and academic discipline organisations and other relevant stakeholders. 5. Assessment tasks are aligned with curriculum aims and objectives and the authentic intentions of the program. 6. A diverse range of assessment tasks are incorporated into the program in order to provide opportunities for students to acquire and further develop the espoused IIBT Graduate Capabilities. 7. Assessment task design and requirements are monitored in terms of authenticity and workload. 8. Students receive formative assessments and feedback and gain adequate information in a timely fashion in order to learn from past activities and become effective in self-assessment. 9. A consistent approach is adopted towards developing students' understanding of integrity and honesty in academic practice. 10. There is a consistent interpretation of incidents of academic misconduct and a consistent application of the procedures and consequences for academic honesty.
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| | <ol style="list-style-type: none"> 11. Weightings for assessment items should meet the following requirements: <ul style="list-style-type: none"> • weighting must be expressed in percentage terms; • The maximum weighting of an assessment item is 50% of the total summative assessment for the subject; • The minimum weighting of an assessment item is 10% of the total summative assessment for the subject; • The maximum weighting for examinations is 50% of the total summative assessment for the subject; 12. The maximum weighting for any collective component of group work is 50% of the grade for the subject. 13. Grading criteria and standards are applied accurately, fairly and consistently. 14. Examinations are managed according to the accepted policy and procedures. 15. Accurate records of student performances are kept and maintained. 16. Examination papers, scripts, records and academic judgments are stored and managed efficiently and securely and kept for the required period. 17. In any public reporting of results only the student number is disclosed (not the student identity) except where the student has given consent. |
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Individual Responsibilities of Academic Staff

Individual members of academic staff have responsibilities to:

1. Be aware of the requirements for best practice in assessment design, communication, grading and feedback.
2. Ensure that all assessment design and practice corresponds to the objectives of the related unit and course of study and will enable the development of IIBT Graduate Capabilities.
3. Clearly communicate assessment expectations in a timely fashion to students allowing them to access to required resources.
4. Assess students' knowledge, skills and capabilities.
5. Ensure students are aware of the requirements for academic honesty.
6. Review and provide useful detailed feedback on work submitted in a timely fashion.
7. Keep and maintain acceptable paper or electronic records of student achievement for the mandated period according to IIBT Records Management Policy.
8. Ensure records and reports on student learning are based only on relevant evidence.
9. Maintain confidentiality regarding student results, disclosing them



	<p>only to those with a legitimate right of access (as per the Student Privacy Policy).</p> <ol style="list-style-type: none"> 10. Critically review assessment activities in order to anticipate any negative unintended consequences. 11. Self-evaluate performance as an assessor against the principles, values and practices outlined in this policy and seek peer feedback. 12. Seek external expert moderation of assessment design and grading practices to gain feedback on the academic and disciplinary standards they entail. <p>Rights and Responsibilities of Students</p> <p>IIBT students have the responsibility to:</p> <ol style="list-style-type: none"> 1. Recognise that the major objective of assessment is to aid learning rather than the achievement of grades. 2. 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. 3. 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. 4. Be aware how to seek help in relation to academic assistance within the Institute. 5. Conduct their assessment tasks ethically and to avoid any action that would unfairly disadvantage or advantage another student 6. Use assessment as a means to engage in critical self-evaluation in terms of their progress towards the espoused learning expectations. 7. Submit work on time, ensuring that it is their own except when shared ownership is part of the task. 8. Keep a copy of all submitted assessable material for their personal record. 9. Notify Academic staff as soon as difficulties arise with any aspect of an assessment. 10. Notify staff as soon as possible if difficulties arise in terms of substantial absences and submit an application for Special Consideration with the appropriate medical and/or other certificates. 11. Be familiar with mechanisms for appeal and the Complaints and Appeals Policy. <p>Students have a right to:</p> <ol style="list-style-type: none"> 1. Be informed about all aspects of assessment policy and practices in each unit of study including criteria, standards and procedures to
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- be met and penalties for breaches.
2. Consistent application of policies, procedures and penalties.
 3. Timely return of results with feedback to enable improved performance.
 4. Information that allows them to calibrate their own performance against the expected performance standards.
 5. 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.
 6. Access their student file and other documents related to their assessment.
 7. Be informed of the mechanisms for appeal.
 8. Appeal against academic decisions in accordance with the IIBT Complaints and Appeals Policy and Procedures.

Rights and Responsibilities of Professional and Accrediting Associations and Employer Groups

These external stakeholders have the right to:

1. Access information that provides a clear explanation of the procedure and standards used to assess students' capabilities.
2. Have their opinion respected related to discussion of desirable IIBT graduate capabilities.
3. Engage in peer to peer negotiations with related IIBT academic areas in any process used to identify desirable graduate capabilities and in articulating the standards against which student performances are judged.
4. 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
5. Experience some measure of mutual benefit when they provide opportunities for students to work in their organisations in order to learn.

These external stakeholders have a responsibility to:

1. Recognise and respect the educational dimension of disciplinary expertise held by academic staff, namely how a particular subject area is learned.
2. 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.
3. 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.



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| | <p>4. Provide meaningful feedback to assist students to improve their performance when they are placed and assessed in their respective organisations.</p> |
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END OF DOCUMENT
