

Assessment Policy

Purpose	To outline SIBT's principles that guide the processes to be used in the conduct and management of assessment and feedback practices in all units.
Scope	This policy applies to all SIBT students and the staff involved in the assessment process.
The Policy	Assessment is the process of collecting evidence and making judgments on whether learning outcomes have been achieved (see <i>criteria-based assessment</i> ²) and providing feedback to students.
Key Points	SIBT assessment design principles Grading system Integrity of assessment processes Assessment feedback to students Equity Definitions
Relevant Forms	Unit Outline Master Template Assignment Cover Page Master Template

SIBT assessment design principles

General

- There are 3 or more assessment tasks in each unit
- The assessment tasks and methods are diverse (involve multiple forms or modes of performance)
- Assessment methods comprise both *formative*³ and *summative assessment*⁴ tasks
- A low risk diagnostic test is delivered as early in the semester as feasible. This should be delivered and feedback given to the students by the end of week 4⁵
- The assessment tasks provide students with the opportunity to self assess the quality of their work
- The assessment tasks align with the learning outcomes as detailed in the unit outline
- The complexity and challenge of the assessment tasks are appropriate for the level of the unit
- The design and wording of assessment address issues of equity and inclusiveness to accommodate the diversity of the student body
- The wording of assessment guidelines specifies what is required to achieve the expected standard

Examinations (if applicable)

- The educational rationale for the examination is stated in the unit outline
- The final examination is worth 60% or less of the total assessment⁵

Participation (if applicable)

- The justification for having participation as an assessment component is explained, in relation to the learning outcomes, in the unit outline
- The basis upon which participation is assessed is fully and clearly described in the unit outline

Group assessment tasks (if applicable)

- The justification for having group tasks as an assessment component is explained, in relation to the learning outcomes, in the unit outline

Grading system

The assessment grade is a measure of the extent to which the desired learning outcomes described in the unit outline have been achieved. The grades the students achieve are descriptive rather than numeric and are officially defined as:

HD	High Distinction	85 -100:	this denotes work of outstanding quality. This may be demonstrated in areas such as criticism, logical argument, and interpretation of materials or use of methodology. This grade may also be awarded to recognise a high order of originality or creativity in student performance.
D	Distinction	75-84:	this denotes work of superior quality in the same areas of performance above. This grade may also be awarded to recognise particular originality or creativity in student performance.
CR	Credit	65-74:	this denotes work of predominantly good quality, demonstrating a sound grasp of content together with efficient organisation, selectivity and use of techniques.
P	Pass	50-64:	this denotes a clear pass and satisfactory achievement of unit objectives.
PC	Conceded Pass	45-49:	this denotes a pass which is marginal.
F	Fail	0-44:	this denotes a candidate that has failed to complete the unit.

Group assessment tasks grading

- Group assessment tasks in which contributions of individual students cannot be identified are graded on a pass/fail basis
- Group assessment tasks in which contributions of individual students cannot be identified must not constitute more than 30% of the total assessment, unless the unit is on pass/fail basis only

Integrity of assessment processes

Transparency

SIBT effectively communicates assessment requirements to students. Students are clearly informed about:

- The range of assessment tasks to be performed
- The requirements of all assessment activities
- The marking criteria and weighting for each assessment task⁵
- The submission dates and presentation requirements
- Provision for extension, review and appeal

All requirements and due dates are published in the unit outline at the commencement of the semester.

Moderation of assessments

Sydney Institute of Business and Technology undertakes regular *internal*⁶ and *external moderation*⁷ activities as a quality assurance mechanism. These activities ensure that all assessment marking processes are consistent, accurate and in line with the criteria defined for an assessment task. In addition, extensive external moderation with Macquarie University assures the validity of assessment instruments and reliability of assessment decisions.

Academic Integrity and Honesty

Throughout the duration of their studies at SIBT, students are expected to conduct themselves in a honest and ethical manner, and in accordance with accepted standards of academic conduct. SIBT will deal fairly and efficiently with issues of student misconduct in assessments through its Academic Integrity and Honesty Policy.

Academic grievance

SIBT will deal fairly and efficiently with grievances concerning assessment through its Academic Grievance Procedures.

Grade review

SIBT students have the right to apply for a review of final grades within 7 days of the release of results.

Assessment feedback to students

Feedback is an integral component of the SIBT assessment process. The aim of the assessment feedback is to encourage learning and be informative and constructive. It identifies strengths and weaknesses, gives guidance on how to perform better and encourages students to develop strategies to prepare for future tasks. All lecturers are expected to give feedback and the marks awarded for assessment items completed within the semester to students within 14 days.

Equity

Special Consideration

SIBT recognises that a student's performance in assessment tasks or examinations may be affected by *compassionate or compelling circumstances*⁸. Special consideration policy allows for reasonable adjustment to the standard assessment requirements and ensures equitable assessment for all students.

Late submission

Assessment tasks lodged after the due date must be submitted in accordance with the instructions provided in the relevant unit outline.

Assessment disability guidelines

SIBT will make *reasonable adjustments*⁹ to assessment, where appropriate and practicable, to provide students with identified disabilities with an appropriate opportunity to demonstrate their achievement of learning outcomes providing academic standards are not compromised.

Definitions

1. ASSESSMENT
Assessment is the process of collecting evidence and making judgments on whether learning outcomes have been achieved.
2. CRITERIA-BASED ASSESSMENT
This means that students' work is assessed with reference to written criteria derived from explicit learning outcomes; assessment tasks are designed to indicate progress towards the desired learning outcomes; and the assessment grade is a measure of the extent to which the learning outcomes have been achieved.
3. FORMATIVE ASSESSMENT
Facilitates effective approaches to learning by monitoring student progress against explicit standards and by providing feedback to students. Feedback is a key element of formative assessment in that it provides students with information about how their performance compared with the standard required, and it assists them in achieving that standard.
4. SUMMATIVE ASSESSMENT
Involves the making of judgements about student learning against explicit criteria and standards at the end of a unit and these judgments are translated into grades.
5. TO BE FINALISED FOR ALL UNITS BY 2010.
6. INTERNAL MODERATION

Refers to comparison of assessment tasks and evidence collected to make a judgement within an organisation.

7. EXTERNAL MODERATION

A process established across teaching institutions. An external validation can provide an opportunity to exchange information about assessment methods and reach consensus about the validity of their approaches. It helps to apply consistent standards and make consistent judgments.

8. COMPASSIONATE OR COMPELLING CIRCUMSTANCES

Compassionate or compelling circumstances are generally those beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These could include, but are not limited to:

- A serious illness or injury that prevents a student from completing or sitting an exam or seriously affects their preparation for the exam or submitting assessments (a medical certificate supporting that the student was unable to attend classes will be required)
- Bereavement for *immediate family members*¹⁰, family relationship breakdown
- The student is involved in custody proceedings for their child (these cases should be supported by police or court reports)
- Immediate family member with long-term medical condition requiring care
- The student is pregnant (a medical certificate supporting that the student was unable to attend classes will be required)
- The student is a party in legal proceedings where the timing is beyond the student's control (these cases should be supported by police or court reports)
- A legal commitment, where a student is called for jury duty or is subpoenaed to attend a court, tribunal or hearing, and the requirement to attend is specified in supporting documentation
- A student has been caught up in a natural disaster, political uprising or other tragic event

9. REASONABLE ADJUSTMENT

The amendment of assessment procedures or materials to enable their use by students with specific needs or disabilities.

10. IMMEDIATE FAMILY MEMBER

An immediate family member includes a spouse, de facto spouse, parent, parent-in-law, sibling and a child.

Version:	1.0
Department:	Product Development & Training Delivery
Original Issue Date:	19.01.2009
Approval Authority:	Academic Board
Date of Endorsement:	07.04.2009
Date for Next Review:	19.01.2009
Privilege level:	Public
Reference Number:	QTDPO004
Relevant Policies:	Special Consideration Policy, Student Feedback on Delivery and Content Process, Examination Process, Grade Review Process, Invigilators Observation Process, Academic Integrity and Honesty Policy
Relevant Legislation:	AQTF Standard 1.5 & 2.4, QAF Factor F1.3, 3.3, 3.8, 3.10.