Assessment Policy

Document

Document Name	Assessment Policy
Brief Description	This policy sets out the guiding principles and requirements for assessment in all units offered by the Sydney Institute of Business and Technology (SIBT).
Responsible Officer	Academic Director
Delegated Authority	Academic Board
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Version Control

Date/Approval	Version No.	Summary of Changes	Reviewer Name and Department/Office
20/8/24	15	Amended definitions and terminology used to provide consistency and alignment with the Academic Integrity Policy	Academic Board
15/7/25	16	Updates arising from consequences of changes to related Review of Grade Policy and introduction of new Review of Assessment Task Outcome Procedure	Academic Board Chair

Related Documents

Name	Location
Academic Integrity Policy	SIBT Website
Attendance Policy	SIBT Website
Credit for Prior Learning Policy and Procedure	SIBT Website
Enrolment Policy	SIBT Website
Grade Review Policy	SIBT Website
Moderation of Assessment Policy	SIBT Website
Privacy Policy	SIBT Website
Program Development Monitoring and Review Policy	SIBT Website
Program Progress Policy and Procedure	SIBT Website
Academic Reasonable Adjustment Policy	SIBT Website
Records Management, Retention and Disposal Policy.	Policy Hub
Special Consideration Policy and Procedure	SIBT Website
Student Code of Conduct	SIBT Website
Student Complaints and Appeals Policy	SIBT Website
Credit for Prior Learning Application Form	SIBT Website
Review of Individual Assessment Task Procedure	SIBT Website
Higher Education Support Act 2003	https://www.legislation.gov.au/
Higher Education Standards Framework (Threshold Standards) 2021	https://www.legislation.gov.au/
Education Services for Overseas Students Act 2000	https://www.legislation.gov.au/
National Code of Practice for Providers of Education and Training to Overseas Students 2018	https://www.legislation.gov.au/
The Disability Discrimination Act	https://www.legislation.gov.au/
Disability Standards for Education 2005	https://www.legislation.gov.au/
Anti-Discrimination Act 1997 (NSW)	https://legislation.nsw.gov.au/

Contents

1. Purpose

a) The purpose of this Policy is to outline the Sydney Institute of Business and Technology (SIBT) principles that guide the processes of conduct and management of assessment and feedback practices in all units.

2. Definitions

Term	Meaning
Academic Census Date	The final date students can withdraw from units without academic penalty is the last campus day in week eight (8).
Academic Integrity Breaches	An academic integrity breach is behaviour by a student that is in breach of any academic policy or in any way undermines or otherwise puts at risk the academic integrity of any program, unit of study or assessment (including examinations) or SIBT's academic reputation. Academic integrity breaches include cheating (using others' work or Generative AI generated work), collusion, contract cheating, external editing, fraud, plagiarism, self-plagiarism, and unauthorised distribution.
Artificial Intelligence	Generative artificial intelligence (AI) language models (such as ChatGPT and Copilot) which respond to natural language text inputs and are designed to generate human-like responses.
Assessment	The process of collecting evidence and making judgments on whether learning outcomes have been achieved.
Assessment Task	An activity students undertake to demonstrate (or display) the nature and depth of their learning and to confirm whether or not they have achieved the learning outcomes as set out in the Unit Guide.
Authentic Assessment	Tasks that replicate typical tasks in real-life contexts, e.g., in the workplace.
Deferred Assessment Task	A concession allowing students who are unable to complete an assessment task at the scheduled time to take the assessment task at a later date.
Diagnostic Assessment	A task given to students commencing a unit to assess their skills sets and capabilities to determine what support students will need. Diagnostic assessments do not add to the graded weighting of the unit.
Grade Point Average (GPA)	A numerical index which summarises a student's overall academic performance in a program.
Examination	A time-limited assessment task conducted under invigilation.
External Moderation	A process where SIBT staff exchange information with national and/or international providers of similar units about assessments and the validity of approaches.
Fairness	The assessment does not disadvantage any person and takes into account the characteristics of the person being assessed.
Flexibility	The assessment tool and process allow for a range of assessment contexts.
Formative Assessment	Used during the learning process to collect data on what students already know about the topic, to clarify existing knowledge before teaching takes place, to monitor student progress against explicit criteria, and to encourage engagement. Ongoing feedback is

Term	Meaning
	provided on learning-in-progress. It can be used by teachers to improve their teaching and by students to improve their learning. Formative assessments may or may not add to the graded weighting of the unit.
Internal Moderation	A process undertaken by SIBT staff where assessment criteria and standards are set, and samples of completed assessment tasks are reviewed against both the criteria and the standards to validate the marking.
Program Learning Outcomes	Measurable statements that describe knowledge or skills that students must achieve to successfully complete their academic program.
Reasonable Adjustment	The modification of an assessment procedure or resources to ensure that the needs of students with specific requirements or disabilities are met.
Reliability	The extent to which an assessment is consistent and stable in measuring what it is intended to measure. Most simply put, a test is reliable if it is consistent within itself and across time.
Rubric	A matrix or grid of an explicit set of marking criteria and performance standards used to assess student work during the assessment task and all its components. These are sometimes called "criteria sheets", "grading schemes", "scoring guides", or "marking schemes". They are consistent, equitable, and transparent assessment tools.
Standards-Based Assessment	Uses a set of pre-defined statements outlining different levels or standards of achievement in a program or in an assessment component and normally expressed in terms of the stated assessment criteria.
Summative Assessment	Used at the end of the learning process, i.e., at the end of a class or at the mid-term or at the end of the course, to evaluate the quality of students' learning against a standard or benchmark. Feedback provided on summative assessments is aimed at helping students understand how well they have done in meeting the unit and program learning outcomes. Summative assessments add to the graded weighting of the unit.
Supplementary Assessment	Another opportunity for a student to complete the assessment task for a unit. Students may be eligible to attempt a supplementary assessment where certain conditions have been met.
Unit Learning Outcomes	Measurable statements of what a learner is expected to know, understand and be able to do at the end of a period of learning, and how a student is expected to demonstrate their achievement of the learning (Moon, 2002).
Validity	The degree to which an assessment measures what it claims to measure.

3.   Application

This Policy applies to all SIBT staff and students.

4. Guiding Philosophy

a) Assessment at SIBT is a reflective and engaged process in which students learn about themselves as learners and ensure they are actively involved in their own learning process. The design of the curriculum promotes a graded transition of learning experiences from a structured beginning to a more independent learning approach as the program progresses. Students will have opportunities for self-assessment, reflection, and feedback, leading to a deeper understanding of their own learning processes and fostering lifelong learning habits.

b) Assessment at SIBT includes routine measures such as assignments, quizzes, and tests. In addition to the traditional assessment tools, SIBT also presents innovative and authentic approaches to assessments such as peer-assessment, online quizzes, reflections, practical demonstrations, role plays, e-portfolios, and projects (including creative works such as video production). The aggregation and examination of these measures provides comprehensive information about students' progress towards achievement of learning outcomes.

c) These approaches provide innovative frameworks for assessment, allowing for responses outside of standard tests, and they enable students to further develop their understanding of topics, and their critical thinking, collaborative, creative, and communication skills.

d) The principles that guide SIBT's assessment philosophy are:
   i. Opportunities for regular feedback through formative and summative assessment to guide and inform student learning and promote their success.
   ii. Authentic assessment design to reflect industry relevance to engage students in their learning.
   iii. Equitable and fair assessment design with considerations for diverse student needs, learning styles and cultural backgrounds.
   iv. Scaffolded assessment design to prepare students for the assessment practices and culture of higher education in Australia.
   v. Assessment design that aims to minimise the ability of students to engage in cheating, especially contract cheating.
   vi. Students and teachers become responsible partners in learning and assessment.

5. Policy Statement

a) All assessment design and practices adhere to evidence-based principles of quality assessment.

b) Criterion-based assessment is used.

c) The following principles guide assessment practices:
   i. Assessments reflect the values identified in SIBT's learning and teaching framework and comply with current legislation, and procedures on privacy;
   ii. Assessments are aligned with desired unit and program outcomes as detailed in the Unit Guide;
   iii. Assessment practices are conducted and undertaken ethically and with honesty and integrity by staff and students. Tasks are designed and students educated in ways that promote academic integrity;

iv. The complexity and challenge of the assessment tasks must be appropriate for the level of the unit and provide opportunities for students to demonstrate evidence of learning;

v. There are between three (3) and no more than five (5) assessment tasks in each unit. More than five (5) assessment tasks may be permitted, although these require academic justification and prior approval of the Program Convenor and Academic Director;

vi. The assessment tasks and methods are diverse, involving multiple forms of performance;

vii. Assessment methods must comprise both formative and summative assessment tasks;

viii. The principles of validity, reliability, flexibility, and fairness are taken into consideration when designing, delivering, and evaluating results of assessment tasks;

ix. All assessment task content must differ by a minimum of 25% from the content of assessments used in that unit in the previous two (2) study periods;

x. Units may include assessment tasks that encourage students to develop skills of peer- and self-assessment as part of the SIBT Graduate Signature Capabilities;

xi. Where appropriate, a rubric is provided to students indicating the standard of work required and used to ensure standardised assessment across markers;

xii. No single assessment task is worth more than 50% of the total assessment for the unit;

xiii. Students are shown models or examples of submitted work that demonstrate the assessment requirements;

xiv. Supplementary Assessments are only available for assessments weighted >10%.

6. Assessment Principles

a) Each unit must include a minimum of three (3) different assessment types.

b) Assessment and assessment types must have equivalent complexity or cognitive demand and assess the same learning outcomes across different modes of study.

c) Equivalence does not require assessments to be identical. However, when adapting assessment for different modes of study, Unit Coordinators must consider the varying facilities, engagement, and collaboration opportunities available to different cohorts to ensure assessments remain fair.

d) The Unit Coordinator must receive approval from the Program Convenor before making any changes to assessments.

e) The Unit Coordinator will notify all students in writing of any changes to assessment during the study period, with as much notice as possible.

f) The assessment regime in each unit is to be balanced with respect to the number and volume of assessment tasks and learning activities and must ensure that students have appropriate opportunities for feedback on their assessment tasks to inform subsequent tasks.

g) The scheduling of assessment tasks must be conducted with an awareness of the overall coursework load of students and designated examination periods. An

assessment matrix must be completed by Program Convenors when an assessment strategy is modified.

h) To support transition to SIBT, all units require at least one formative assessment or low-weighted summative assessment to be completed by the end of week four (4).

i) Assessment task weightings must follow the guidelines below unless reasonable adjustment has been approved by the Program Convenor in consultation with the Academic Director.

Assessment Type	Requirements	Weighting
Participation	Publish a marking rubric comprising more than attendance.	Maximum 15%
Group Assessment Tasks	Include a means of verifying individual contribution.	Maximum 30%
Any single Assessment Task		Maximum 50%
Un-invigilated Online tests (individual and combined):	Low(er) weighted.	Maximum 30%

7. Components and Timing of Assessments

a) Program Convenors will identify performance criteria and standards for Unit Learning Outcome(s) and ensure assessment tasks within units provide evidence for the progressive attainment of Program Learning Outcomes.

b) A variety of assessment types appropriate to the discipline must be used across a program, including assessment types that assess written and oral communication.

c) Programs must include assessment tasks that are authentic, requiring students to use the same combinations of knowledge, skills, and attitudes that they would need to apply in relevant work or life situations.

d) Cumulative assessment, where a student builds from early work to later work, is encouraged at the program and unit level. This could include, for example, scaffolded assessment where a draft is followed by a final task within the same unit, with the latter demonstrating a response to earlier feedback.

e) Assessment tasks within each unit must elicit appropriate and adequate evidence consistent with the stated Unit Learning Outcomes.

f) While attendance at all scheduled learning activities is strongly encouraged and considered essential for student success, attendance may not be a component of grades for students, i.e., marks cannot be awarded for attendance alone.

8. Information to Students

a) The assessment regime, including assessment types and weighting, must be listed in the Unit Guide and made available at the start of the study period and cannot be modified after being published on Moodle except for reasonable adjustments and global extensions to assessments.

b) Detailed assessment information for students is available in a designated location in Moodle and must include:
   i. The assessment type;
   ii. The assessment task requirements;

    iii.   The relevant Unit Learning Outcome(s);

    iv.   The weighting of the assessment task/s;

    v.   The due date and time (and penalties for late submission);

    vi.   The marking criteria and standards or rubric;

    vii.   Whether the task is to be completed individually or in a group; and

    viii.   Exemplars of requirements as appropriate.

c)   Assessment information is also included in the assessment cover sheet, the front page of an examination, and rubrics.

d)   At the commencement of the unit, students are given information about:

    i.   The Academic Integrity Policy; and

    ii.   Any assessment tasks or other mandatory requirements to pass the unit; and

    iii.   Activities where participation will be assessed.

9.   Reasonable Adjustment to Assessments

a)   Reasonable adjustments may be made to the physical features, attendance, mode of delivery of classes, written material and assessment processes and timeframes.

    i.   An adjustment is reasonable if it considers the requirements of the person and balances the interests of all parties affected. Consideration may be given to a range of factors including: The effect of the adjustment on the person's ability to meet the inherent requirements of a unit or program of study to successfully achieve the core learning outcomes without compromising academic standards;

    ii.   The costs and benefits of making the adjustment; and

    iii.   The interests of all parties affected, including those of the student with the disability, condition or special learning needs, staff, and other students.

    iv.   Exemptions from assessment items on the basis of disability, condition or special learning needs are not considered a reasonable adjustment.

    v.

a)   In determining whether it is reasonable to make an adjustment to assessments, a Unit Coordinator and Program Convenor must consider:

    i.   The student's circumstances;

    ii.   The nature of the unit and/or program and the assessment;

    iii.   The effect of the adjustment on the student and other students and staff;

    iv.   The costs (including administrative burdens) and benefits of making the adjustment;

    v.   The integrity of the assessment task and learning outcomes of the unit and program, and

    vi.   Any other relevant factors.

b)   Adjusted assessments must:

    i.   Assess the same skills and knowledge that the original assessment task was intended to assess, including the relevant unit learning outcome(s);

    ii.   Not adversely impact on the performance or assessment of other students (such as in group work situations); and

    iii.   Be consistent with the assessment criteria.

c)   All provisions for reasonable adjustments to assessment tasks are included in the Academic Integration Plan (AIP) developed in consultation with the SIBT Student Counsellor, Program Convenor and Unit Coordinator and signed by the student. Refer the Reasonable Adjustment Policy.

d) During their program, a student's Academic Integration Plan (AIP) and their need for adjusted assessments, and the reasonable adjustments required to be made by SIBT, may change. SIBT and the student are responsible for reviewing the student's needs over time and making further adjustments to assessments where required.

10.   Continuous Improvement of Assessments

a) Continuous improvement of assessments in a unit may result from:
   i.   Periodic program reviews; and/or
   ii. Internal and external assessment moderation activities; and/or
   iii. Student/staff feedback; and/or
   iv. External referencing/benchmarking activities.
b) Academic Board delegates the authority to the:
   i.   Program Convenor – to approve alternating between equivalent alternative assessment tasks, e.g., for the purposes of promoting academic integrity, changes in the submission mode, and changes to rubrics and assessment briefs;
   ii. Learning and Teaching Committee – to approve changes to assessment tasks such as a change in the number of assessments, in assessment type, in expression and/or weighting of assessments, and in assessment length, and to note the other changes made ensuring the integrity of the unit, the assessment strategy and the objectives of the Learning and Teaching Plan have been maintained.

11.   Participation

a) If participation is assessed, it is as a qualitative and quantitative contribution to unit work and the basis upon which grades are allocated is clearly described in the Unit Guide and linked to the Unit Learning Outcomes.

12.   Group Assessment Tasks

a) Group assessment must not constitute more than 30% of the total assessment, unless the unit is graded on a pass/fail basis only.
b) 70% of the total available marks for a unit must be attributable to individual student performance.
c) The level of contribution from each member in group assessment tasks with a weighting above 10% must have an individual assessment component. The final mark for a group assessment may include an individual mark given to each group member reflecting their performance and contribution.
d) Appropriate guidance and support for working in groups should be provided to students when setting group tasks.
e) Group assessment task cover sheets are to be filled out and signed by all members of the group, indicating the level of contribution from each member.
f) Group tasks must be structured in such a way that all students will be able to demonstrate attainment of all the learning outcomes mapped to the task. The level of contribution from each member in group assessment tasks must be identified and assessed accordingly by the teaching staff member in accordance with the

assessment rubric. The final mark for a group assessment must include an individual mark given to each group member reflecting their performance and contribution.

g) In cases where a student has not contributed towards the assessment task and this is acknowledged by other members of the group (where applicable) and reviewed by the teaching staff member, a mark of zero (0) for that student for that task may be given. The assessment rubric must include how individual contribution will be assessed.

13. Examinations

a) Student and Academic Services coordinate invigilated final examinations during examination week.

b) Examinations are based on the Unit Learning Outcomes and content described in the approved Unit Guide. Details of the examination type and structure must be included in Moodle.

c) The Unit Coordinator will advise students in writing, via Moodle, of the examination structure, conditions and requirements, including permitted materials. The Unit Coordinator may provide students with sample questions and answers to help them prepare for their examination.

d) Rules for online exams are communicated to students prior to the scheduled exam time to uphold academic integrity and identify what constitutes academic misconduct in the online exam environment.

e) All used and unused examination papers are returned to Student and Academic Services for secure disposal. Examination scripts remain SIBT property and will be kept and disposed of in accordance with its Records Management, Retention and Disposal Policy. Examination papers are not to be made available to students before the examination. Staff access to examination papers is limited to the examiner and approved staff.

f) The following guidelines apply during examinations at SIBT:
   i. Students may be allowed to enter the examination room 15 minutes before the examination starts;
   ii. A valid student ID must be presented before a student is allowed to enter the examination room;
   iii. Only materials, resources and devices stipulated on the examination cover sheet can remain with the student;
   iv. Any personal belongings other than those permitted for use during the examination must be placed in the designated area for the duration of the examination;
   v. Timelines during the examination:

Length of the Examination	Entering	Leaving
Up to1.5 hours including reading time	Up to 30 mins (including reading time) after the commencement.	Must not leave: • During the first half of the examination; or • In the final 10 minutes.

Length of the Examination	Entering	Leaving
Over 1.5 hours including reading time	Up to 60 mins (including reading time) after the commencement.	Must not leave: • During the first half of the examination; or • In the final 10 minutes.

vi.   There is no additional examination time allocated for students who are late;

vii.   All unusual and suspicious conduct will be thoroughly documented by the invigilators and investigated by SIBT;

viii. Students who seek permission to leave the examination room and return (i.e. to use the toilet) will be escorted/under supervision;

ix.   If a student becomes ill or affected by another condition during the examination, they should inform the invigilator and may be permitted to leave the examination room earlier.

g)   Students are allowed to view their examination script in the presence of SIBT staff only after the grades have been published but cannot remove or make a copy of the examination paper and/or scripts.

14.   Word Counts

a)   Word count limits may apply to written assessment tasks.

b)   Students are required to adhere to the word counts as set out in the Unit Guides for relevant assessment tasks.

c)   Word counts must be calculated by the student using a word processing program applied to the text.

d)   Where a word count limit is applied and is exceeded by 10% or more, a penalty of up to 5% of the total mark allocated for the assessment task will be imposed.

e)   The Unit Coordinator may require that the word count be recorded on each page of the written assessment.

Items included in the word count	Items NOT included in the word count
All words included in the body of the written assignment (including headings/subheadings)	Assignment title
In-text citations	Reference lists or bibliographies
Direct quotes	Appendices (including multimedia)
Text boxes	Headers and footers
Footnotes and endnotes	Tables and graphs
	Figures and diagrams
	Abstracts

15. Submission of Assessments

a) All assessments must be submitted in accordance with the assessment instructions provided in the relevant Unit Guide. Failure to submit an assessment in accordance with the assessment instructions will mean that the assignment will not be marked and a score of zero (0) will be recorded for the assignment.

b) All assessments must be submitted by the due date specified in the Unit Guide to avoid incurring academic penalties. Refer to section 15.1.

c) Except for in-class tests and final examinations, students are advised to keep copies of all their assessment submissions, including any plagiarism detection software receipts. Exceptions to this procedure must be endorsed by the Academic Director.

15.1 Late Submission of Assessment Task

a) Late submissions (without prior approval) incur a penalty of 10% of the possible mark per calendar day for five (5) calendar days. After five (5) calendar days, the mark for the assessment will be zero (0).

b) An exception will usually be granted when the student provides a medical certificate from a registered practicing doctor, registered medical specialist, or a hospital. Medical certificates will be accepted for phone/video consultation during which the person discusses their issue with the medical practitioner. Medical certificates for online services for which the client merely completes an online form (e.g., https://webdoctor.com.au or https://www.instantscripts.com.au/) will not be accepted.

c) Medical certificates must follow the Australian Medical Association Guidelines for medical certificates and must contain:
   i. Name and address of medical practitioner issuing certificate; and
   ii. Name of the patient; and
   iii. Date on which the examination took place; and
   iv. Date on which the certificate was issued; and
   v. Date(s) on which the patient is or was unfit for attendance.

d) Medical certificates from pharmacists, herbalists and providers that are not registered with the Australian Medical Board are not acceptable.

e) Medical certificates must be sighted by the teaching staff member.

f) An exception may be granted when the student provides a written explanation of exceptional circumstances, to be submitted to the Unit Coordinator or Program Convenor for approval.

g) All written evidence must be submitted within three (3) calendar days of the prescribed due date of the assessment task. In cases where the evidence is submitted later, the request must be approved by the Program Convenor.

15.2 Non-Submission of Assessment Task

a) Where an assessment task is not completed, and no reasonable adjustment to assessment is given, the student will be awarded a mark of zero (0).

b) Students who fail to submit a deferred assessment or fail to sit the deferred test/examination are ineligible to sit another deferred assessment. In other words, an assessment can only be deferred once – there is no deferral on a deferred assessment without approval of the Program Convenor.

15.3 Submission of Previous Work for Assessment

a) A student repeating a unit is required to submit new work for all assessment tasks.

b) If a student submits assessment work in whole or part that has been previously submitted for assessment by themselves or another student at SIBT or another institution, it is considered an academic integrity breach.

c) All suspected academic integrity breaches, including plagiarism and self-plagiarism, are managed under the Academic Integrity Policy.

15.4 Assessment Resubmission/Examination Re-sit

a) If a student fails an assessment task and has extenuating (compassionate and compelling) circumstances that have been approved by the Program Convenor, a student is allowed to resubmit part or all of an assessment task or re-sit an examination. Refer to the Special Consideration Policy.

b) A student may only be granted one (1) opportunity per unit to resubmit part or all of an assessment task or re-sit an examination. The student will have no more than seven (7) calendar days to resubmit their assessment task.

c) Examination re-sits are normally held as soon as possible following the scheduled examination period but no later than week one (1) of the following study period.

d) The assessment mark may stand or improve.

e) The Program Convenor's decision whether to allow resubmission/re-sit is final.

16. Extensions and Deferred Examinations

16.1 Extensions

a) Normal work commitments, family commitments and extra-curricular activities are not accepted as grounds for granting extensions to assessments as students are expected to plan to meet assessment due dates.

b) A student with valid reasons for an extension must apply in writing with supporting evidence, including either a medical certificate or detailed written statement, on or by the assessment task due date. Applications for an extension of up to seven (7) calendar days should be directed to the Unit Coordinator.

c) Applications for an extension for a period exceeding seven (7) calendar days are considered by the Program Convenor and managed under the Special Consideration Policy.

d) In considering any request for an extension, the Unit Coordinator or Program Convenor will consider the impact of the extension on the ability to provide feedback to the student prior to a subsequent assessment task in that unit.

e) The Program Convener or nominee may grant a global extension of time to a specific group of students where there has been a significant system failure (e.g., in relation to the electronic submission of assignments) or a catastrophic event (e.g., natural disaster) that may affect a large number of students. Students who have already submitted an assessment task before a global extension of time is granted will not have an automatic right to resubmit their work.

f) Assessment tasks submitted after the due date and time or the extended due date and time will incur a penalty as set out in section 15.1.

16.2   Deferred Examinations

a)   A student who wishes to defer an examination must apply in writing using the Special Consideration Application form. Refer to the Special Consideration Policy.

b)   Typically, only one (1) deferral of an examination will be allowed.

c)   Deferred examinations are normally held as soon as possible following the scheduled examination period but no later than week one (1) of the following study period.

17.   Supplementary Assessments

a)   To be eligible for a supplementary assessment, the following criteria must be met:
    i.   The student attendance is no less than 80% for the unit (not including explained and approved absences); and
    ii.   The student has submitted a legitimate attempt for all assessments for the unit; and
    iii.   There is no record of previous or current academic integrity breaches by the student.

b)   Supplementary assessment may be granted where extenuating (compassionate and compelling) circumstances exist and are approved by the Program Convenor who may consult with the Academic Director. Refer to the Special Consideration Policy.

c)   Supplementary assessments, when granted, are conducted no later than week one (1) of the following study period.

d)   A student may only be granted one (1) supplementary assessment task per assessment.

18.   Marking

a)   Consistent with a criterion- and standards-referenced approach, each assessment task must be graded to reflect the level of student attainment.

b)   All assessments should be marked and returned to students with relevant feedback within 10 working days of submission.

c)   For Foundation units, the assessments are marked within five (5) working days, depending on the length of the assessment, and returned to the students in class time. Students must be advised of their results and be given appropriate feedback.

d)   Mid-study period tests do not have to be returned but students must be advised of their results within 10 working days and before the next assessment deadline. Students are given the opportunity to view their paper and discuss their mark with the lecturer.

e)   Lecturers are expected to return assignments during scheduled class time or via electronic format.

f)   Any scaling of marks must be justifiable and endorsed by the Academic Director.

g)   In cases where assessment tasks are non-replicable, such as performance presentations or organising an event, and where the value of the task is over 20% of the final mark for the unit, students should be advised to record their presentation in case they later ask for a review of their mark (see Review of Individual Assessment Task Procedure). A statement to this effect is placed in the Unit Guide for units with presentation assessments.

19. Feedback and Return of Assessments

a) Feedback is an integral component of the SIBT assessment process. The aim of the assessment feedback is to encourage learning and provide informative and constructive guidance for future learning. It identifies strengths and weaknesses in performance, gives guidance on how to perform better, and encourages students to develop strategies to prepare for future tasks.

b) Feedback, marks, and associated grades (as required) on assessment tasks, must be provided to students with sufficient time to inform a student's examination preparation, and in any event within 10 working days of submission of an assessment task. However:
   i. The Academic Director may approve an additional seven (7) calendar days to accommodate large classes or large marking loads. In this instance, students must be advised in writing by the Unit Coordinator of the approved increased turnaround period; and
   ii. Feedback, marks, and associated grades (as required) for examinations can be withheld until after unit results are released.

c) Marked assessments must be returned to the student in a manner that protects the confidentiality of the mark and the student's work. The default mode of assessment submission and return will be through Moodle, except for paper-based work completed in class.

d) Rubrics are provided to students to make themselves aware what is expected of them in assessments and inform them how they performed. In Multiple Choice examinations the 'correct' responses are disclosed to students.

e) Teaching staff will be available to students at advertised times consistent with the requirements and mode of study of their unit and the learning needs of student cohorts. Students may discuss aspects of the feedback received from assessment tasks. Staff will advise all students of their availability for student consultation via Moodle.

20. Lost Assessment Tasks

a) The onus is on students to keep copies of their assessments. Problems with IT connectivity or hardware, for example, do not constitute grounds for an extension or deferred examination.

b) Where reasonable grounds exist to suggest that a student has correctly submitted an assessment task, but the assessment task cannot be located by SIBT and no unedited copy is available, the Academic Director may:
   i. Recommend that the Board of Examiners approve a final grade and/or numerical mark that is consistent with the student's level of achievement in other assessment tasks for the unit; or
   ii. Offer the student the option of re-performing the assessment task or performing an alternative assessment task within a reasonable period.

21. Grading

a) The assessment grade is a measure of the extent to which the desired learning outcomes have been achieved for each unit in all courses.

b)   The grades the students achieve are descriptive rather than numeric and are officially defined as:

	Grade	Percentage Range	Descriptors
HD	High Distinction	85 – 100	Complete and comprehensive understanding of the unit content; development of relevant skills to a comprehensive level; demonstration of insight in interpretation, analysis and intellectual initiative; and achievement of all major and minor objectives of the unit.
D	Distinction	75 – 84	Very high level of understanding of the unit; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the unit.
CR	Credit	65 – 74	Satisfactory level of understanding of unit content development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability; and achievement of all major objectives of the unit; some minor objectives not fully achieved
P	Pass	50 – 64	Adequate understanding of most of the basic unit content; development of relevant skills to a satisfactory level; adequate interpretive and analytical ability; and achievement of most of all the major objectives of the unit; some minor objectives not achieved.
F	Fail	0 – 49	An unsatisfactory quality of performance or standard of learning achievement. There was evidence of achievement of desired learning outcomes below the passing standard.
S	Satisfactory	50 – 100	Provides evidence of achievement of the learning outcomes, within the context of a Pass/Fail unit. The 'Satisfactory' grade is only used for academic support units that do not form a diploma program.
W	Withdrawn		Withdrawal from a unit prior to the academic A concession allowing students who are unable to complete an assessment task at the scheduled time to take the assessment task at a later date. This is NOT counted as failure but is an administrative record of a student's initial enrolment in this unit. It is not included in GPA calculations.
WF	Withdrawn Fail		Withdrawal from a unit after the academic census date with academic penalty.
EX	Exempt		Credit for prior learning is granted resulting in an exemption from undertaking the unit.
FA	Fail Absent		Required assessment tasks within the unit are not completed and the student has not withdrawn. It is included in the GPA calculation.

c)   Foundation Program students who achieve a mark above 30 in any unit, will have a contribution made to their GPA for that result, even though they will receive a Fail grade.

21.1 Foundation Program – GPA Calculation

a) Grades awarded for each unit and the numeric value assigned to each for the purposes of calculating a GPA for entry into a SIBT Diploma are:

	Grade	Percentage Range	Numeric Value for GPA
HD	High Distinction	85 – 100	10
D	Distinction Plus	80 – 84	9
	Distinction	75 – 79	8
CR	Credit Plus	70 – 74	7
	Credit	65 – 69	6
P	Pass Plus	60 – 64	5.5
	Pass	50 – 59	5
S	Satisfactory	50 – 100	N/A
F	Marginal Achievement	45 – 49	3.5
	Minor Achievement	31 – 44	1
	Fail	< 30	0
FA	Fail Absent		0
WF	Withdrawn Fail		0
W	Withdrawn		N/A
EX	Exempt		N/A

$$GPA \ = \ \frac{(Total\ Numeric\ Values\ for\ GPA)}{(Total\ number\ of\ units\ completed\ at\ SIBT)}$$

b) Students must achieve a GPA of 5 to enter a SIBT Diploma.

21.2 Diploma Program – GPA Calculation

a) Grades awarded for each unit and the numeric value assigned to each for the purposes of calculating a GPA for entry into university are:

	Grade	Percentage Range	Numeric Value for GPA
HD	High Distinction	85 – 100	4
D	Distinction	75 – 84	3
CR	Credit	65 – 74	2

	Grade	Percentage Range	Numeric Value for GPA
P	Pass	50 – 64	1
S	Satisfactory	50 – 100	N/A
F	Fail	0 – 49	0
FA	Fail Absent		0
WF	Withdrawn Fail		0
W	Withdrawn		N/A
EX	Exempt		N/A

$$GPA = \frac{(Total\ Numeric\ Values\ for\ GPA)}{(Total\ number\ of\ units\ completed\ at\ SIBT)}$$

22. Integrity of Assessment Processes

22.1 Transparency

a) SIBT effectively communicates assessment details and requirements to students as outlined in section 8.

22.2 Assessment Mode

a) The use of 'standards-based assessment' informs students of what performance is required to meet the criteria and the standards required to meet each grade. This enables comparisons to be made between students based on their achievement of the standards.

b) Detailed information is provided as to what students are expected to achieve. The criteria and the standards are used to design effective assessment strategies and to provide constructive and more efficient feedback to students about their individual performance.

c) Consistency is achieved across multiple markers by sharing the same marking criteria and standards and differentiation is made between the student's ability to meet the learning outcomes.

d) All assessment requirements and due dates are published in the Unit Guide at the commencement of the study period.

22.3 Moderation of Assessments

a) SIBT undertakes regular internal and external moderation activities as a quality assurance mechanism. Moderation is an assessment practice of ensuring integrity in assessment tasks. It is through this process particularly at the assessment design and point of assessment stages that issues are identified and improved, and feedback given to markers to help align their marking standards.

b) These activities ensure that the criteria and standards defined for an assessment task consistently reflect a student's ability to achieve the Unit Learning Outcomes.

c) Refer to the Moderation of Assessment Policy for full details.

22.4 Academic Integrity

a) Throughout the duration of their studies at SIBT, students are expected to conduct themselves in an honest and ethical manner, and in accordance with accepted standards of academic conduct. Students are informed and educated about academic integrity at the start of and throughout their studies at SIBT.

b) For each unit, the Unit Guide and assessment guidelines identify the importance of Academic Integrity and how it is monitored in the unit.

c) Students are tasked with completing an online Academic Integrity Module at the start of their studies with SIBT and are provided with plagiarism detection tools such as Turnitin.

d) SIBT deals fairly and efficiently with academic integrity concerns in assessments through its Academic Integrity Policy.

e) Students are informed in the Unit Guide that plagiarism and artificial intelligence detection software or other processes are routinely used.

f) The use of AI tools and software (including translation software) as a writing aid for assessment purposes is not permitted unless the instructions for an assessment explicitly state the students are allowed to use this technology and how it is to be used. Students who submit AI-generated writing as their own work will be in breach of the SIBT Academic Integrity Policy and subject to breaches of academic integrity procedures.

g) Students' grievances concerning assessment are managed through the Student Complaints and Appeals Policy.

22.5 Review of Individual Assessment Tasks

a) Students have the right to seek a review of an individual item of assessment and must, in the first instance, speak or write to the academic staff member responsible for the marking of that assessment item or to their Unit Coordinator within five (5) working days of being notified of their grade via email using their student email account. For details refer to the Review of Individual Assessment Outcomes Procedure.

22.6 Review of Final Grade for a Unit

a) Students have the right to apply for a review of the final grade for a unit within five (5) working days of the release of results. For details refer to the Grade Review Policy.

22.7 Retention of Records

a) All items submitted or completed by a student for the purpose of assessment or evaluation will be retained at least until the end of the grade appeal period (three months), unless returned to the student. Copies maybe needed for internal and/or external moderation processes.

23. Disability and Equity

a) SIBT offers flexibility in assessments with respect to students with a disability and other needs. Students are made aware of this at the start of the study period. Students can be identified as having a disability (or other needs) either on admission (application form), on Enrolment (via portal input of information) or via communication with a staff member.

b) If a student is identified as being disadvantaged by assessment strategies because of a particular physical and/or sensory disability, they will be referred to the Program Convenor or Student Counsellor who will seek professional advice (as applicable) and advise the relevant teachers and the student and Academic Services (for scheduling of examination purposes) of the disability.

c) A summary of the professional advice and appropriate intervention strategies will be issued as soon as practicable to staff undertaking assessment processes.

d) SIBT recognises that a student's performance in assessment tasks or examinations may be affected by extenuating (compassionate and compelling) circumstances. The Special Consideration Policy allows for reasonable adjustment to the standard assessment requirements as well as other adjustments and ensures equitable assessment for all students. Refer to the Academic Reasonable Adjustment Policy for more information.

24.   Appeal

a) Students can appeal a decision where they meet the grounds for appeal.

b) Appeals must be submitted in accordance with the Student Complaints and Appeals Policy.

25.   Review

a) This Policy is reviewed by the Responsible Officer and the Quality and Compliance Manager a minimum of every three (3) years or following updates of any changes to regulatory compliance requirements, legislation, regulations, and guidelines.

b) This review process aims to ensure alignment to appropriate strategic direction and continued relevance to SIBT's current and planned operations.