

# Assessment Procedure

## 1. Purpose and Scope

- 1.1 The Assessment Procedure operationalises the Assessment Policy, providing guidance for the assessment process and ensuring transparency in the assessment process for students, including feedback and appeals.
- 1.2 This procedure sets out quality assurance processes that AIAT uses to maintain the integrity, currency and reliability of assessment methods.
- 1.3 This procedure applies to all AIAT academic and students.

## 2. Definition

Refer to *Glossary of Terms*.

## 3. Procedure

- 3.1 Assessment tasks
  - 3.1.1 Assessment tasks enable the achievement of subject learning outcomes. Each assessment task.
    - a. has clear assessment criteria that guide students to meet the requirements of the task;
    - b. demonstrates the related learning outcomes; and
    - c. provides details for student understanding of the grading or marking structure and levels of achievement for each grade or mark.
  - 3.1.2 Specified course and subject learning outcomes are assessed through a combination of:
    - a. individual and group tasks; and
    - b. formative and summative tasks.
  - 3.1.3 Assessment task types are aligned to the specified learning outcomes to be demonstrated, Graduate Attributes, and the appropriate Australian Qualifications Framework (AQF) level, and include, but are not limited to:
    - case studies;
    - presentations;
    - participation in group assignments;
    - reflective journals;
    - simulations;
    - learning, using and assessing cutting edge technology;
    - practical assignments;
    - practical reports;
    - reports;
    - literature reviews;

- and research projects.

Schedule A provides AIAT Assessment Descriptions.

- 3.1.4 AIAT develops authentic assessment tasks where students are required to perform real-world tasks demonstrating the application of professional and industry-specific knowledge and skills.
  - 3.1.5 Examinations may be used if assessing learning outcomes appropriately or if they are required for professional accreditation. In line with 3.2.9, students may be required to achieve a minimum mark in a test/examination to pass a subject.
  - 3.1.6 Group assignment results may be moderated by self and/or peer reviews and, where appropriate, students are given access to peer review tools, such as SPARKPLUS, to allow them to provide anonymous written feedback to their peers. If appropriate, lecturers may produce additional or alternative peer review forms.
- 3.2 Assessment design, approval and moderation
- 3.2.1 In designing assessment tasks, Course Coordinators should ensure that assessments:
    - a. are aligned to the specified subject and course learning outcomes, AQF level, and graduate capabilities;
    - b. if applicable, satisfy professional accreditation requirements;
    - c. are authentic and reflect current industry and professional practices;
    - d. use valid criteria and clear standards to identify a student's level of achievement;
    - e. do not exceed three hours in invigilated duration; and
    - f. assignments are equivalent across subjects.
  - 3.2.2 Equivalence between assessments is established by verifying that the following are substantially the same:
    - a. subject level;
    - b. learning outcomes being assessed;
    - c. assessment task type;
    - d. weighting of the assessment with regard to the overall mark for the subject;
    - e. expected notional student effort;
    - f. word count or duration requirements; and
    - g. marking criteria.
  - 3.2.3 As a guide, for written assessments, total word count (or equivalent) per subject is within the appropriate range:
    - a. for Year 1/Level 1 subjects, between 2500 and 3000 words;
    - b. for Year 2/Level 2 subjects, between 3000 and 4000 words;
    - c. for Year 3/Level 3 subjects, between 4000 and 5000 words;
    - d. for Masters level subjects, between 5000 and 7000 words.
    - e. Capstone subjects may exceed this word limit by up to 1000 words.
  - 3.2.4 Where the units of measure for word count or duration requirements differ (e.g. words, minutes), equivalence is established by converting the indicated amount of

words based on expected notional student effort to complete each assessment task.

- 3.2.5 As a guideline, the proportion of the expected notional student effort for the preparation and completion of assessments should be 20% of the expected student effort for the entire subject.
- 3.2.6 For each subject, the combination of assessments should be sufficiently varied to confirm the attainment of relevant knowledge and skills, including cognitive, technical, communication, and emotional skills, and other attributes such as autonomy, independence, and responsibility.
- 3.2.7 Assessment normally consists of three or four tasks for each subject, with a minimum value of 10% per assessment task, a maximum value of 50% per assessment task, and a total of 100% for the subject. The first assessment task in each subject should have a submission date in the first third of the teaching weeks. One assessment task can consist of continuous assessment, being a number of smaller tasks, for examples, blogs or quizzes across several weeks. Attendance and participation are not permitted as forms of assessment with marks allocated to them.
- 3.2.8 Allocation of marks for group assessment
- a. Level 100 subjects should have no more than 30% of total marks allocated to group assessment. A percentage of the total 30% mark may be allocated to individual contribution and/or reflection with the remaining percentage to be a mark common to all group members. This should be reflected in the assignment brief and rubric. For example, for a group report, 20% of the mark may be for the report and 10% may be for an individual reflection on group processes and outcomes
  - b. A group assessment can be allocated up to 50% in Level 200 to 600 subjects.
  - c. Seventy percent of the total available mark for a subject must be attributable to individual student performance. That means a group task/s weighted 30 percent or less can be assessed as a group and assigned a group mark only. However, if a group task is weighted more than 30 percent, or there are multiple group tasks that sum to more than 30 percent, sufficient marks must be attributable to the individual student to ensure that 70 percent of the total available mark for a unit remains attributable to individual student performance.
  - d. Academic Board may, in exceptional circumstances, approve a higher proportion of the available marks for a subject be attributable to a group determined mark on the presentation of a sound educational argument.
- 3.2.9 If deemed appropriate and where it demonstrates attainment of learning outcomes, the assessment strategy for a subject includes hurdle requirements to ensure that the subject may not be passed unless a key skill or body of knowledge has been demonstrated. This must be clearly identified in assessment information for the subject.

- 3.2.10 Assessment tasks are developed, reviewed and approved as part of the Course and Subject Lifecycle; Proposal and Development Policy and Procedure and Course and Subject Lifecycle: Review, Monitoring and Change Policy and Procedure.
- 3.2.11 The assessment strategy for each subject, including the number and type of assessment tasks, duration or word count, weighting, due dates and subject learning outcomes are considered and approved in the processes outlined in the Course and Subject Lifecycle: Proposal and Development Policy and Course and Subject Lifecycle: Review, Monitoring and Change Policy.
- 3.2.12 Validation and Moderation Procedures
- a. Assessment moderation is the process of ensuring that assessments are valid, reliable, and fair, and refers to the processes for assuring the quality of assessment and the appropriateness of results. It covers the entire cycle of assessments, covering design, implementation, and review.
  - b. Pre-marking moderation consists of evaluating the fairness and validity of assessment tasks.
    - Prior to release of an assessment, the Course Director should review and validate the assessment brief, rubrics, model answers and other assessment material to assess language, format and equivalency. Any concerns the Course Director has with content should be discussed with the subject lecturer and another academics in the discipline area.
    - After release of an assessment and prior to marking, Subject Coordinators may also organise a consensus marking meeting, which is an effective way of conducting pre-marking moderation involving different assessors.
    - Course Directors should ensure that all marking staff have a shared and valid understanding of relevant criteria and performance standards.
  - c. A variety of moderation activities are conducted during and after the marking of assessment to evaluate and assure the reliability of assessment judgements.
    - i. Academic Staff marking assessments must use a marking rubric.
    - ii. Other potential moderation activities include:
      - Rotational marking
      - Student anonymity
      - Panel of markers
      - Self-moderation
      - Borderline results review
      - Consensus meeting and
      - Solo, external, double or blind marking check.
      - Group assessment results are moderated by self and peer reviews.

- iii. For an assessment task worth 30% or more in each subject, post-marking moderation is conducted on a 5% sample size across all grade bands plus all assessments with a result under 50%.
- iv. Subject Coordinators report allocated results to the relevant Course Director.
- v. Course Directors review reported results for any inconsistency and take appropriate corrective action, including adjustment or review of results.
- vi. Course Directors maintain secure and confidential records of reported and approved results.
- d. AIAT conducts regular external moderation of assessments in accordance with the External Referencing and Benchmarking Policy.

### 3.3 Guidance for Students regarding Assessment Tasks

#### 3.3.1 Notification to students of assessment requirements

- a. The Subject Guide contains details on how students will be assessed and how all assessment results may be combined to produce an overall mark for the subject. In particular, the Subject Guide explains:
  - vii. the assessment schedule including due dates and times;
  - viii. the weighting of each assessment task in contributing to the overall mark;
  - ix. any hurdle requirements;
  - x. the process by which group assessments will be marked including details about peer review and feedback expectations;
    - whether and how much it will focus on outputs produced by the group (e.g. report) or on the process of the group work (e.g. collaboration);
    - the performance criteria used for the assessment; and
    - the distribution of the results between group and individual performance (e.g. unique group result, individual result, group average, etc);

details about the format and requirements of each assessment task and the relationship of the task to the subject learning outcomes;

- xi. marking scheme for each assessment task and the criteria and standards by which performance will be judged;
- xii. information regarding penalties applied to late submissions;
- xiii. information regarding extensions;
- xiv. referencing style to be used;
- xv. invitation for students with reasonable adjustments conditions approved and recorded in the Reasonable Adjustment Register to discuss their requirements with Subject Coordinator;

- xvi. arrangements for submitting assessment tasks and anticipated timeline for returning and providing feedback about assessment tasks; and
  - xvii. how marked assessments will be returned to students.
- b. Assessment tasks may be individual or group-based work.
  - c. Assessment tasks may be modified to meet a student's individual Support Plan.
  - d. Lecturers will discuss the assessment tasks and relevant marking rubrics with students.

### 3.3.2 Preparation of Assessment Tasks

- a. The work submitted for assessment tasks must be the student's own work, or must include the student's contribution to group work as required by the Subject Guide, and must be prepared in accordance with specific instructions from the Lecturer.
- b. Students are expected to adhere to the Student Academic Integrity Policy when developing their assessment task.

### 3.3.3 Assessment Task Submission

- a. Students are required to submit assessment task items by the time and date specified in the Subject Guide.
  - b. Assessment task items submitted after the due date will be subject to a penalty (as specified in subsection 3.3.4 below) unless the student has been given prior approval in writing for an extension of time to submit that item.
  - c. Assessment tasks should be submitted in the form specified in the Subject Guide or as notified by the Lecturer. All assessment tasks must be lodged as specified in the Subject Guide.
- xviii. The date and time an assessment task is lodged via the learning management system (LMS) will be considered the date and time of submission.
  - xix. The date and time an assessment task is received via email will be considered the date and time of submission.

### 3.3.4 Late submission of assessment tasks

- a. An assessment task item submitted after the assessment task due date, without an approved extension or without approved special considerations (as defined in 3.6 Special Considerations), will be penalised.
- b. The standard penalty is the reduction of the mark allocated to the assessment task item by 5 percentage points of the total mark applicable for the assessment task item, for each day or part day that the item is late (including weekends). For example, a student who receives 60% for the assignment and is two days late, would receive 50%. Assessment task items submitted more than ten days after the assessment due date are awarded zero marks.

### 3.3.5 Extensions to due date

- a. Extensions are available for unforeseen circumstances of a short-term nature.

- b. An extension of up to two weeks may be granted at the discretion of the Subject Coordinator if the student applies for it via the LMS prior the due date and attached supporting documents as defined in 3.6 Special Considerations.
- c. Extensions to assessment task deadlines of longer than two weeks must be submitted to the Course Director in writing at least three business days prior to the assessment task due date and attached supporting documents.
- d. Extension requests on any grounds are not accepted after the due date except as defined in 3.6 Special Considerations.

#### 3.3.6 Return of assessment tasks and feedback

- a. Assessment tasks submitted by the deadline will be marked and returned to the students, together with appropriate feedback, normally within 10 South Australian working days of the deadline.
- b. Students shall be given constructive feedback on their performance on assessment tasks by Academic Staff.
- c. Students who have concerns about their assessment task should follow the steps under 3.12 Review of an Assessment Decision.

### 3.4 Face-to-Face Examinations

- 3.4.1 Students will receive advance notice of scheduled examinations. All students are required to sit their examination during the time allocated irrespective of any conflict with a planned holiday or special event.
- 3.4.2 Reasonable adjustments will be made as per Clause 3.8.
- 3.4.3 Students are responsible for knowing their examination times and locations and travelling to the venue. It is recommended that students arrive at least 15 minutes prior to the published start time.
- 3.4.4 Students who arrive up to 30 minutes after the published start time will be permitted to enter the examination room, but will not be allowed any additional time to complete the examination.
- 3.4.5 Students who arrive more than 30 minutes after the published start time will not be permitted to enter the examination room and will receive a zero mark for that examination.
- 3.4.6 Students attending an examination must behave in a manner consistent with the Student Code of Conduct.
- 3.4.7 All students will be expected to provide photographic identification upon entering the room such as their student identification card, passport or driver's license.
- 3.4.8 Students attending exams must comply with all directions given by invigilator, set out on the exam paper and/or displayed in the examination room.
- 3.4.9 A student must not have any device or item at the examination other than those permitted and required to undertake the examination. Examples of such items and devices include, but are not limited to:
  - a. Electronic devices, including phones, smart watches and headphones, other than those devices needed for undertaking the exam
  - b. calculators

- c. books, notes or other documents including dictionaries.
  - 3.4.10 Items that are allowed for use in the examination must not be enhanced or tampered with in a way that has the potential to provide an additional advantage to any student.
  - 3.4.11 Head dress must not be worn during the examination, unless required for religious observance or medical reasons.
  - 3.4.12 Students requiring assistance during the examination must raise their arm and wait for an invigilator to come to them.
  - 3.4.13 Students are not permitted to communicate with any students during the examination. It will be considered a breach of the examination process if a student is found to be communicating with other students in the examination room.
  - 3.4.14 Students are not permitted to commence writing answers until instructed by an invigilator. All students must stop writing when instructed by an invigilator.
  - 3.4.15 Students will not normally be permitted to leave the examination room within the first 30 minutes from the published start time of the examination.
  - 3.4.16 Students will not be permitted to re-enter the examination room after leaving it, unless they have been under approved supervision during the period of leave.
  - 3.4.17 Students will not normally be permitted to leave the examination room during the last 15 minutes of the examination.
  - 3.4.18 Students who become unwell during the examination and are unable to complete the assessment must report their illness to the invigilator and leave the room. These students may apply for special consideration, with supporting medical documentation, seeking a further opportunity to sit the examination.
  - 3.4.19 Students intending on permanently leaving the examination room must hand all examination materials to the invigilator prior to departing.
  - 3.4.20 Students must not remove any examination question papers, examination booklets or scrap paper from the examination room.
  - 3.4.21 Breaches will be investigated under the Student Academic Misconduct Procedure.
- 3.5 Online examinations
- 3.5.1 Students will receive advance notice of scheduled examinations. All students are required to sit their examination during the time allocated irrespective of any conflict with a planned holiday or special event.
  - 3.5.2 Students are responsible for knowing their examination times and are required to log in 10 minutes prior to the published start time to complete any identity verification processes. Students who log in after the published start time will not be allowed any additional time to complete the examination.
  - 3.5.3 Requests to vary the time and/or date of an online examination due to 3.6 Special Considerations will only be authorised by the Head of Institute.
  - 3.5.4 Students sitting an online examination must behave throughout the exam in a manner consistent with the Student Code of Conduct.
  - 3.5.5 Students must use specified online examination product for the exam and successfully complete all checks prior to commencing.
  - 3.5.6 Examinations are timed once they commence.



- 3.5.7 All students must participate in the online examination via the approved portal. Students are responsible for ensuring that system requirements are met for all online examinations.
  - 3.5.8 Head dress must not be worn during the examination, unless required for religious observance or medical reasons.
  - 3.5.9 Recorded footage of the online examination will be made available to AIAT when required, in accordance with Privacy Policy.
  - 3.5.10 A student must not have any device or item at the exam other than those permitted and required to undertake the examination. Examples of such items and devices include, but are not limited to:
    - a. Electronic devices, including phones, smart watches and headphones, other than those devices needed for undertaking the exam
    - b. calculators
    - c. books, notes or other documents including dictionaries.
  - 3.5.11 Items that are allowed for use in the examination must not be enhanced or tampered with in a way that has the potential to provide an additional advantage to any student.
  - 3.5.12 Students are not permitted to communicate with any other people during the examination.
  - 3.5.13 Students are not permitted to leave the view of the webcam at any time during the examination.
  - 3.5.14 Students are not permitted to retain a copy of examination questions following completion of an online examination.
  - 3.5.15 Breaches of online examination procedures will be treated as misconduct even if it cannot be demonstrated that a student gained an advantage as a result of the breach.
  - 3.5.16 Breaches will be investigated under the Student Academic Misconduct Procedure.
- 3.6 Special Considerations
- 3.6.1 Special consideration is available for unexpected circumstances outside students' control. No consideration is given when the condition or event is unrelated to the student's performance in a component of the assessment, or when it is considered not to be serious.
    - a. The table below provides examples of circumstances which may be eligible for special consideration. Approval is not limited to the examples below, provided acceptable supporting documentation is provided.

<b>Type of Circumstance</b>	<b>Supporting Documentation</b>
<p>Medical circumstances, for example</p> <ul style="list-style-type: none"> <li>● An unexpected illness</li> <li>● A re-occurrence of a chronic illness</li> <li>● An accident-causing injury</li> </ul> <p>Please note that a disability or illness for which an approved Support Plan exists will not be accepted unless the disability has been compounded by an unexpected change or an additional condition</p>	<p>Supporting documents may take the form of:</p> <p>Medical certificate</p>
<p>Compassionate circumstances Hardship or trauma including:</p> <ul style="list-style-type: none"> <li>● a death or serious illness/injury of a close family member</li> <li>● a severe disruption to domestic arrangements</li> <li>● being a victim of crime</li> </ul>	<p>Supporting documents may take the form of:</p> <ul style="list-style-type: none"> <li>● a certificate or letter from a relevant health care professional who is qualified to assess and support the application</li> <li>● a police report where relevant</li> <li>● a death or funeral notice</li> </ul>
<p>Other unexpected or exceptional circumstances, for example</p> <ul style="list-style-type: none"> <li>● religious observance</li> <li>● ATSI cultural practices</li> <li>● community service, for example, jury duty, an unforeseen call to the Australian Defence Force or state emergency services</li> <li>● a summons to appear in court</li> <li>● a vehicle accident that occurred on the day of the examination or deadline for submission of the final assessment</li> <li>● employment related circumstances such as a move interstate at short notice</li> <li>● outage of the AIAT's LMS</li> </ul>	<p>Supporting documents may take the form of:</p> <ul style="list-style-type: none"> <li>● a letter from a religious leader or formal documentation demonstrating religious affiliation</li> <li>● in the case of ATSI cultural practices, a document from an independent person, e.g., death certificate (if culturally appropriate) or letter from a senior community Elder</li> <li>● a certified call to Australian Defence Force service</li> <li>● a description of the emergency attended for state emergency services, including the date</li> <li>● a court summons</li> <li>● a copy of a police accident report</li> <li>● a letter confirming changed employment circumstances</li> <li>● a copy of the email confirming the IT Manager was aware of the LMS outage</li> </ul>

- 3.6.1 An application for special consideration is made in advance of an assessment wherever possible, but normally within five working days after the assessment date.
  - 3.6.2 Requests will be assessed
    - a. by the Subject Coordinator if the requested extension is at least one week prior to the due date of the assessment task item.
    - b. by the Course Director if the requested extension is less than one week before the original due date of the assessment task item.
  - 3.6.3 When considering the application for special consideration, the Subject Coordinator or Course Director may take into account one or more of the following:
    - a. The potential impact of the event; and
    - b. Any history of previous applications for special consideration, especially where they indicate a chronic problem.
  - 3.6.4 If an application for special consideration is accepted, the student will be advised any one of the following outcomes in writing:
    - a. Additional assessment task will be scheduled;
    - b. The deadline for assessment task is extended;
  - 3.6.5 The student will be advised in writing if the request is denied and referred to Student Complaints and Appeals Policy.
- 3.7 Re-marking and resubmission
- 3.7.1 **Re-marking** is where a second marker marks an assessment task, without the student undertaking any further work.
  - 3.7.2 Only a student can initiate a re-mark. A student can request a re-mark when they consider that an assessment task has been unfairly or inappropriately marked. A student must request a re-mark from the Lecturer within five working days of the assessment task being returned.
  - 3.7.3 The second marker must have expertise in the area of the assessment task. They must be provided with the relevant Subject Guide along with details of the specific assessment task, including the assessment criteria and the expected learning outcomes. They must not be given the student's original mark, feedback or any other information that might influence the re-mark.
  - 3.7.4 The same range of marks used for the original assessment task is available for re-marking.
    - a. The second mark will be the mark for the assessment task.
    - b. No further re-marking will be permitted after the second marker.
  - 3.7.5 A re-marked assessment task cannot be re-submitted.
  - 3.7.6 The Lecturer will notify the student in writing within five working days that:
    - a. a second marker will re-mark the assessment; or
    - b. the request is denied.
  - 3.7.7 If the request is denied, the student should follow the steps under 3.12 Review of an Assessment Decision.

- 3.7.8 **Re-submission** is where a student is permitted to revise an assessment task that they have received a Fail mark between 44-49. The assessment task is then re-submitted to the original assessor within a specified time frame.
- 3.7.9 Re-submission can be initiated by the Lecturer or a student.
- a. The Lecturer can offer a student the opportunity to re-submit work. The offer must be made within five working days of the original task being returned to the student.
  - b. A student can request a re-submission within five working days of receiving the returned assessment task. The Lecturer will notify the student in writing within five working days whether a re-submission has been granted or denied.
- 3.7.10 Students who pass a re-submission will receive a maximum mark of 50 per cent unless the Lecturer allows the full range of marks on the basis of exceptional circumstances.
- 3.7.11 A re-submitted assessment task cannot be re-marked.
- 3.7.12 If the Lecturer grants a re-submission, they will advise the student in writing how much of the assessment task must be re-submitted, the due date for re-submission, and the marks available.
- 3.7.13 If the request is denied, the student should follow the steps under 3.12 Review of an Assessment Decision.
- 3.8 Reasonable Adjustment
- 3.8.1 A reasonable adjustment or change to assessment may be made in specified circumstances to ensure all students are able to participate equitably in the subject.
- 3.8.2 Students who require reasonable adjustment should apply for Student Access Support Plan via Supporting Students with a Disability Procedure.
- 3.8.3 Reasonable adjustments should be made by the Subject Coordinator as per the Reasonable Adjustment Register as required. Adjustments should ensure that the assessment still retains the essential learning outcomes for the subject and course.
- 3.8.4 In addition, when in the opinion of the Subject Coordinator, a student who has Student Access Support Plan and was unable to complete one piece of assessment to the best of his or her ability, the Subject Coordinator may adjust the grade.
- 3.8.5 Students who have a Student Access Support Plan should confirm with the Subject Coordinator that arrangements have been made and their suitability.
- 3.8.6 Reasonable Adjustments arrangements should be updated on the Reasonable Adjustment Register by the Subject Coordinator.
- 3.9 Supplementary Assessments
- 3.9.1 Supplementary assessment offers students an opportunity to gain a supplementary pass (SP) for which a mark of 50 per cent will be awarded.
- 3.9.2 Supplementary assessments can be offered for a subject only.

- 3.9.3 A supplementary assessment must be set, where possible, by the original Lecturer and tests the same areas of skill and depth of knowledge as the original assessment.
- 3.9.4 Academic Management and Progression Committee (AMPC) may approve up to two supplementary assessments for a student over the duration of their course where the student obtained an overall result within the 45-49.5% range for the subject, has not failed another subject in the same semester, and is deemed to have the capacity to achieve the learning outcomes of the subject by attempting a new assessment.
- 3.9.5 A student may be granted a supplementary assessment for no more than two subjects with a final mark of less than 45 percent if the following conditions apply:
- the student was enrolled in the subject(s) in their final study period, and
  - the student attempted all of the assessments in the subject(s), and
  - the student has passed all of the other subjects required to complete their course
- If an academic integrity investigation is underway this option will not be available until that investigation has been completed and it is determined that no breach of academic integrity occurred.
- 3.9.6 When the student is eligible for a supplementary assessment, the arrangement will be promptly implemented and is due five working days from the notification.
- 3.9.7 A student's supplementary assessment is marked and if the student passes the supplementary assessment, then the student passes the unit with a Pass grade, otherwise if the student fails the supplementary assessment the grade is a Fail grade.

### 3.10 Final Grades

- 3.10.1 Students must attempt all assessment tasks, achieve at least an accumulative 50% of the total marks and pass any hurdle requirements for the subject to be deemed to have met all subject requirements and to have successfully completed the subject.
- 3.10.2 Students should take note that the aggregated mark for a subject may be moderated which may result, in some cases, in a variation of the final grade awarded to the student for the subject. This may be inconsistent with the marks awarded to the student for individual assessment task items for that subject.
- 3.10.3 During each subject, students are provided with an evaluation of their individual performance with reference to the criteria for each assessment task. Student performance in individual subjects is graded in accordance with Grades and Results Policy.

### 3.11 Releasing Results

- 3.11.1 Once overall subject grades have been approved by the Academic Assessment, Results and Integrity Review Committee, the approved grade is recorded in the

student database against the relevant unit and students are notified of their results via the LMS only.

3.11.2 Students can appeal their final grade using 3.12 Review of an Assessment Decision.

### 3.12 Review of an Assessment Decision

3.12.1 A student may request a review of an assessment decision. In the first instance, students should approach the Subject Coordinator, where appropriate, to discuss their concerns about the assessment decision.

3.12.2 A request for a review may be made in writing and lodged with the Course Director within five business days of formal notification of the assessment result if:

- a. The issue regarding the assessment decision is unable to be resolved with the Subject Coordinator or
- b. the student has not received a response from the Subject Coordinator within three business days.

3.12.3 The grounds upon which the student may request a review of an assessment decision are:

- a. that the student believes that an error has occurred in the calculation of the grade; and/or
- b. a demonstration that the assessment decision is inconsistent with the published assessment requirements or assessment criteria.

3.12.4 Students should note that each review against an assessment decision is determined on its own merits without reference to other applications.

3.12.5 The Course Director will normally respond to the request for a review of an assessment decision in writing within ten business days and may confirm or vary the original outcome. If a student remains dissatisfied with the outcome of the review of an assessment decision, they may use the Student Complaints and Appeals Policy for further guidance on additional steps to making appeals.

## 4. Roles and responsibilities

4.1 The Learning and Teaching Committee is responsible for monitoring and making recommendations for improvement related to assessment matters.

4.2 The Academic Management Progression Committee (AMPC) approves the release of grades to students upon finalization of moderation activities.

4.3 The Director, Learning and Teaching is responsible for the implementation and communication of modifications to this policy.

4.4 Course Directors:

4.4.1 are responsible for coordinating internal moderation activities and maintaining records of moderation activities;

- 4.4.2 compile a report for the AMPC for each set of assessment tasks for the semester, including distribution of results, adjustments to results, recommendations for change to assessment tasks, and feedback to markers;
  - 4.4.3 approve task extension requests;
  - 4.4.4 review assessment decision requests; and
  - 4.4.5 provide report to the AMPC regarding assessment extensions each study period.
- 4.5 Academic Staff are responsible for
- 4.5.1 designing assessment which enable students to demonstrate their achievement of the learning objectives;
  - 4.5.2 marking assessments against marking rubrics;
  - 4.5.3 providing feedback to students in a timely manner; and
  - 4.5.4 responding to student concerns regarding marks/grades received for assessment tasks.
- 4.6 Students are responsible for:
- 4.6.1 ensuring they understand assessment tasks;
  - 4.6.2 seeking advice from Academic Staff if they do not understand the assessment task;
  - 4.6.3 submitting assessments on time;
  - 4.6.4 requesting extensions as specified in the unit outline;
  - 4.6.5 approaching Academic Staff with concerns about their marks/grades for assessment tasks, and;
  - 4.6.6 requesting a re-mark or re-submission.

## 5. Procedure Details

Institution	Australian Institute of Advanced Technologies (AIAT)
Procedure name	Assessment Procedure
Procedure Reference No.	PROC – 21
Procedure Approval	Board of Directors
Procedure Authority	Academic Board
Responsible Officer	Learning and Teaching Committee
Governance Reference Threshold Standards	HESF 2021: 1.3.2b, 1.4, 3.1, 5.3
Related Documents	<p>Assessment Policy</p> <p>Course and Unit Lifecycle: Proposal and Development Policy</p> <p>Course and Unit Lifecycle: Proposal and Development Procedure</p> <p>Course and Unit Lifecycle: Review, Monitoring and Change Policy</p> <p>Course and Unit Lifecycle: Review, Monitoring and Change Procedure</p> <p>External Referencing and Benchmarking Policy</p> <p>Grades and Results Policy</p> <p>Student Academic Integrity Policy</p> <p>Student Complaints and Appeals Policy</p>

	Student Academic Misconduct Procedure Supporting Students with a Disability Procedure
Related Legislation	Australian Qualifications Framework Higher Education Standards Framework (Threshold Standards) 2021 (HESF) National Code of Practice for Providers of Education and Training to Overseas Students 2018
References	Adelaide University (2021) Assessment for Coursework Programs Policy Kaplan Business School Australia (2019) Assessment Policy Melbourne Institute of Technology (2019) Assessment Policy and Procedure RMIT (2020) Assessment Processes UniSA (2021) Assessment Policies and Procedures Manual University of Western Australia (2021) University Policy on Assessment
Date of approval	31 March 2022
Review date	December 2024
Policy Category	Academic

### Schedule A – AIAT Assessment Descriptions

Students will be provided with learning guides around each of these types of assessments. Learning guides will advise on appropriate format, style and structure of each type of assessment. Referencing guide is also available and students have access to Learning Support.

Assessment Type	Specific Types	Definition/Description
Activity based assessment	Games/simulations	Students undertake actions within a reproduction/model of a workplace environment. The assessment is usually technology-based
	Skills application/practical	Demonstration of professional, practical, technological or entrepreneurial skills and knowledge. The skills are observed by a tutor and/or students. May be prepared or unprepared.
	Role Play/Interview	Act out a fabricated scenario that replicates something that may happen in the workplace. A meeting conducted to obtain information from a person or group of students.
Scenario Analysis	Real Life Problem Exercise/Analysis/Audit	An exercise to solve problems using appropriate strategies or techniques. Develop and/or test a hypothesis. Scenario-based task.
	Case study	Description and/or analysis of an instance or event relating to a person, group or organisation within a simulated or real life context. Development of discipline- appropriate, innovative solutions for a situation in its real world context.



Written Assignment	Critique	A written constructive criticism or judgment based on criteria
	Manual	Set of instructions for technical or organisational activities
	Policy	Set of principles of actions proposed for an organisation or individual.
	Problem set	A set of problems to be solved, usually associated with mathematical problems.
	Programming tasks	A set of tasks which require the generation of small computer programs usually associated with computer practical sessions.
	Essay	An extended written response to a set question, problem or issue, usually presented as an argument. Conforms with academic conventions in structure and format.
	Report	A structured writing genre that presents a logical and factual account/analysis of events and includes recommendations. It may take the form of a board/management paper or a summary of the process used during the development of an IT system.
Presentations	Presentation/Seminar	An oral presentation/speech (that may include visual materials). It may include explanation/justification of a position.
	Poster/Pitch presentation	A presentation with a persuasive call to action.
	Video presentation	Presentation recorded for audience
Project	Design Concept/Project plan/proposal	The application of theory and practice to create new or revised concept or proposal for a project/idea
	Design project/realisation	The implementation of a project design into software code or the application of a problem solving approach to obtain a solution to a problem.
Formal Test	Quiz	A non-invigilated response to a number of questions, which may be short answer or multiple choice, or combination of both. It generally focuses on process/concept knowledge and factual recall.
	Exam	An invigilated response to a number of questions, which may be short answer or multiple choice, or combination of both. It generally focuses on process/concept knowledge and factual recall. It can be open or closed book.
Reflections	Structured reflections	An evaluation of student's own learning that includes critical, analytic reflection. It may be a personalised account of a topic, experience or event with/without critical analysis of experience/activity. It may form part of an evaluation of student's own learning.
	Discussion forum/blog	Web-based comments or contributions to topics or questions posed by tutor/peers on Moodle discussion site.
	Journal entries/logbook	Regular reflections and/or descriptions on aspects of learning.
Peer Review	Peer Evaluation	A critical judgment by students of peer work evidenced by examples, appropriate theory (eg teamwork theory) and self-reflection. Spark Plus will facilitate distributions of marks and sharing of peer feedback.
Portfolio		A student compilation of work completed during over the course accompanied by a justification for inclusion in the portfolio. Based on specific tasks/activities for inclusion as

		identified in subjects and additional tasks/activities of value as identified by students. Retained as an e-portfolio.
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## 6. Document Version Control

Document No	PROC - 21	Last Modify Date	Summary of Changes
Version No	1.0	NA	Initial version approved by Board of Directors
	1.01	10/05/2022	Updated HESF and removed legislation Added Assessment Description table Added 3.2.8d to allow exceptions to maximum of 30% allocation of marks for group assessment.
Created Date	March 2022		