Assessment Policy and Procedures

Purpose

This Policy sets out the principles that guide the Sydney International School of Technology and Commerce's (SISTC's) assessment practices. It describes the grades that can be awarded to students. It includes procedures on grades, grade distribution, moderation of assessment, assignment submission, late submission penalties, extensions of time to submit, supplementary assessment, and appeal processes.

Definitions

Assessment: A process to determine a student's achievement of identified learning outcomes and may include a range of written and oral methods and practice or demonstration. (based on TEQSA definition)

Learning outcomes: Learning outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning. (based on TEQSA definition)

Graduate attributes: Generic learning outcomes that refer to transferable, non-discipline specific skills that a graduate may achieve through learning that have application in study, work and life contexts. (based on TEQSA definition)

Moderation of assessment: Quality assurance, control processes and activities such as peer review that aim to assure: consistency or comparability, appropriateness, and fairness of assessment judgments; and the validity and reliability of assessment tasks, criteria and standards. (based on TEQSA definition)

Grades: Grades for a unit that have been approved by Academic Board.

Grade distributions: Analysis of the grouping of grades using data by unit, course of study, student cohort or other grouping. (adapted from TEQSA definition)

Team assessment: An assessment procedure in which the performance of team members contributes to an individual student's grade.

Late assignment submission: When a student submits an assignment after the due date without permission, with the possibility that they may incur a penalty in their marks.

Assignment extension: When a student asks for permission to submit an assignment late because of special circumstance, without a penalty on their marks.

Supplementary assessment: When the School provides a new item of assessment designed to allow a student an additional opportunity to demonstrate that they have achieved the learning outcomes of the unit.

Policy Statement

Assessment of academic work at SISTC is intended to demonstrate that students have achieved the learning outcomes for their units and their course and have attained the School's graduate attributes.

SISTC aims to ensure that academic assessment meets the relevant standards set out in the *Australian Qualifications Framework*.

SISTC aims to ensure that, where a course is externally accredited by a professional authority, academic assessment meets the standards set by that authority.

Assessment at SISTC is designed to be fair and consistent. SISTC recognises that there may be circumstances beyond a student's control that prevent them from fulfilling an assessment task and ensures that the student is not disadvantaged as a result. The *SISTC Review of Grades and Academic Appeals Policy* also provides students with an avenue to appeal a grade if required.

The SISTC Assessment and Workload Guidelines provide additional assessment information for SISTC staff and are designed to complement the Assessment Policy and Procedures - see Appendix 2.

Procedures

1.1 APPROVAL OF GRADES

SISTC's Academic Integrity and Grades Committee monitors, on behalf of the Academic Board, the operation of the *SISTC Academic Integrity and Misconduct Policy*, the *SISTC Assessment Policy*, the *SISTC Examinations Policy*, and the *SISTC Review of Grades and Academic Appeals Policy*. The Academic Integrity and Grades Committee makes recommendations to Academic Board and does not have any decision-making authority. The specific responsibilities of the Academic Integrity and Grades Committee are as follows:

- At the end of each teaching session, to receive from the Associate Dean, Academic Programs recommended grades for each unit taught, taking into account grade distributions and information about moderation, including trend data and external benchmarking data where available;
- To ask the Associate Dean, Academic Programs to satisfactorily explain or resolve anomalies in the recommended grades;
- To recommend to Academic Board a final set of unit grades, along with the minutes of the Committee's discussion of the grades.
- Annually, to receive from the Dean a report summarising the quantity and type of incidents of plagiarism collusion and cheating in coursework and examinations, including penalties imposed, as well as the Dean's recommendations on enhancing academic integrity;
- To recommend the Dean's report on plagiarism, collusion, contract cheating, and cheating to Academic Board, along with the minutes of the Committee's discussion of the report.
- Annually, to receive from the Dean a report on formal appeals under the *SISTC Review of Grades and Academic Appeals Polic*y, detailing the number, type and outcomes.
- To recommend the Dean's report on formal appeals to Academic Board, along with the minutes of the Committee's discussion of the report.

- To advise Academic Board on any other matters that may constitute a risk to the academic integrity of the School's academic operations.

Academic Board has the responsibility to approve all assessment results and attainment of qualifications.

1.2 GRADES AWARDED

The grading scheme provides advice on academic and administrative grades. Academic grades provide staff with clear guidelines on the grade ranges and the grade point value. The administrative grades are used by professional staff in the management of student grades.

Table 1. SISTC Grading Scheme

SISTC Grading Scheme			
Academic Grades	**Code**	**Grade point value**	**Marks range**
High Distinction	HD	7	85 - 100
Distinction	D	6	75 - 84
Credit	C	5	65 - 74
Pass	P	4	50 - 64
Fail	F	0	0 - 49
Fail Incomplete	FN	0	No range
Fail Withdrawn	FW	0	No range
Fail Discontinued	FD	0	No range
Administrative Grades	**Code**		
Withdrawn	W	0	No range
In Progress	IP	0	No range
Exemption	E	0	No range

Generic grade descriptors are outlined in Table 2.

Table 2. Generic grade descriptors

Grade Descriptors	
Grade	**Level of attainment**
High Distinction	Student's performance is at an outstanding level of attainment manifested in understanding, interpretation, and presentation
Distinction	Student's performance is at a very high level of attainment demonstrating originality and insight
Credit	Student's performance is at a high level of attainment manifested in understanding and presentation as well as a degree of originality and insight
Pass	Student's performance satisfies the minimum requirements
Fail	Student's performance fails to satisfy the minimum requirements as described by the unit learning outcomes

Fail Incomplete	A fail grade of FN is awarded to a student that does not submit all of the mandatory pieces of assessment for the unit as specified in the unit outline. This grade may be awarded irrespective of whether the student achieves an overall score of 50 per cent or greater in the unit.
Fail Withdrawn	Student has withdrawn from a unit with academic penalty after the census date for enrolments. FW results only apply to unit enrolments withdrawn before the formal exam period begins
Fail Discontinued	A Fail Discontinued grade is awarded to a student that has not made a serious attempt at engaging with a unit. This will comprise the following events: a) not attended classes; b) not submitted an assessment task; c) not engaged or responded to correspondence issued by the School; d) not accessed the Learning Management System; and/or e) not paid tuition fees.
Administrative grades	**Descriptions**
Withdrawn	Student has withdrawn from the course after the academic census date but before the academic penalty date
In Progress	Student grades are in progress
Exemption	Student is exempt from completing unit

1.3 GRADE POINT AVERAGE (GPA)

At SISTC Grade Point Average (GPA) is a simple numerical index that summarises a student's academic performance in a course. The GPA is reported on a student's Academic Transcript. It includes all unit attempted within a course. Every unit has an assigned credit value of 7. Each grade has an assigned value. If a student withdraws from a unit before the academic penalty date, these units will not count towards the calculation of a GPA. Withdrawing after the academic penalty date will count towards the GPA as a fail grade.

Calculating a GPA

The SISTC GPA is calculated using these constraints with the formula as follows:

- The GPA calculation includes all attempts at units which are awarded a numeric grade
- Unfinalised results (results IP) are not included in the calculation

$$\text{SISTC GPA} = \frac{sum(unit\ credit\ points * grade GPA\ value)}{sum\ (unit\ credit\ points)}$$

Grade	Code	Result	Credit points	GPA value
High Distinction	HD	Pass	10	7
Distinction	D	Pass	10	6
Credit	C	Pass	10	5
Pass	P	Pass	10	4
Fail	F	Fail	0	0

Fail Incomplete	FN	Fail	0	0
Fail Withdrawn	FW	Fail	0	0
Fail Discontinued	FD	Fail	0	0

Course Transfer

Internal Transfer: Students who transfer between SISTC courses will have their advanced standing awarded as 'duplicate credit', and the mark(s) will be counted towards a SISTC GPA.

External transfer: Students who are awarded advanced standing on the basis of previous studies from another institution will only have the reflected credit points achieved on their record, and the marks will not be carried over and are not used to calculate their GPA.

1.4 GRADE DISTRIBUTION

The awarding of marks and grades at SISTC is based on satisfying assessment criteria and not on rank order of student performance. Nevertheless, SISTC recognises that the academic performance of a cohort of students is typically distributed over a range. The School also recognises that students should be given the opportunity to demonstrate excellence in assessment. Accordingly, the Academic Board monitors grade distributions to ensure that they are not skewed in such a way that a unit's assessment might be considered unreliable or inconsistent. While SISTC does not stipulate that grades should fit a normal distribution (a 'bell curve'), it is recommended that assessments are designed so that they normally result in more P grades than C, more C grades than D, and more D grades than H.

1.5 MODERATION OF ASSESSMENT

Moderation of assessment at SISTC is carried out at the levels of unit, course, and School:
Unit level: Unit Coordinators are responsible for moderation within units, e.g., by ensuring consistency of marking across tutorial groups, by ensuring double marking of potentially failing assignments, and by mandating double marking of examinations.

Course level: Course Coordinators are responsible for moderation across units, e.g., by monitoring grade distributions, benchmarking assessment items across units, peer review, and spot-checking of marked work.

School level: Academic Board, through Course Advisory Committees, has overall responsibility for moderation at the School level. Besides monitoring and guiding internal moderation practices at course level, Course Advisory Committees undertakes external benchmarking of assessment. Further information on this can be found in the *SISTC Benchmarking Guidelines*.

1.6 TEAM ASSESSMENT

Where a unit includes a team assessment/s, the Learning Guide will describe how marks are awarded. Team assessments should only be used where there is a tangible benefit for the students in terms of engaging with and achieving the Unit Learning Outcomes. Where possible, individual assessments items are of preference over team submissions. Team assessments should be avoided in capstone and professional experience units. Team assessments should not normally comprise

more than 30% of the assessment weighting in a unit. Team assessments should not normally comprise more than four students in a team. Team assessments need to measure collaboration as a learning outcome. Team tasks need to measure collaboration and planning needs to be built in to class time so that teaching staff can provide just-in-time feedback to teams.

1.7 ASSIGNMENT SUBMISSION

Students must submit assignments in accordance with specific advice included in the *Learning Guide* for each unit. All pieces of assessment must be submitted as a serious attempt for each unit. Failure to complete all set assessment will result in a Fail Incomplete being recorded on a student's academic transcript.

1.8 LATE SUBMISSION PENALTIES

Where a student submits an assessment item after the published submission date without an application for an Extension of time to submit, the Unit Coordinator normally administers a penalty of -10% of the total marks for the item for each day late (excluding weekends and public holidays). After a period of 10 working days, a student will receive a mark of zero for the assessment. The assessment must be submitted in order to prevent a Fail Incomplete being recorded on the student's academic transcript.

1.9 EXTENSION OF TIME TO SUBMIT

A student may apply to the Unit Coordinator for an Extension of Time to Submit, along with written evidence to support the student's claim that the extension of time is needed because of circumstances beyond their control. The Unit Coordinator will normally respond to the request within one working day advising whether the request has been granted and the revised submission date. Unit coordinators will maintain a record of the number of extensions for each unit as part of the end of trimester moderation process. This information may help SISTC support students with their studies.

Grounds for extension

Extensions can be sought on the grounds of Medical, Technical, Compassionate, and Extenuating circumstances.

Grounds for extension	Evidence	Details
Medical	Doctor's certificate or similar	The School does not consider the following to be a significant impairment: - Minor ailments including, but not limited to; colds, minor respiratory infections, minor gastric upsets, menstrual irregularities, and/or headaches. - Stress or anxiety levels normally associated with study. - Ongoing medical conditions that are currently being managed unless there has been an exacerbation of that condition.

Technical	Screen shots, emails from service provider, or similar, and/or statutory declaration	The School does not consider the following to be grounds for an extension for technical reasons: - Submission of an incorrect file, misreading submission dates, misreading unit outline, not saving a back up version of the file, and/or battery running out.
Compassionate	Statutory declaration	The following are examples of events and/or occurrences for compassionate grounds: - Death or illness of a family member, car or transport accident, natural disaster, political upheaval, disruption to family life, victim or witness of a crime, and/or end of a significant relationship. The School does not consider the following to be grounds for an extension for compassionate grounds: - Employment commitments, balancing workloads, misreading exam timetables, travel, normal childcare responsibilities, and/or sport, social, or leisure commitments.
Extenuating	Evidence of event or occurrence, and/or statutory declaration	The following are examples of events and/or occurrences for extenuating circumstances: - Military leave, legal issues, elite athlete, religious obligations, and/or Emergency Management Services (e.g., volunteer firefighter) The School does not regard travel, balancing workloads, and/or overlapping study periods as extenuating circumstances. In the event of a local, state, national, or international event that impacts upon a student and/or student group, the School will put in place mechanisms to enable students to engage with their studies. This will be on a case-by-case basis.

Requesting an extension
Extensions should be sought in writing five working days in advance of the stated due date for the assessment. Extensions sought between four working days and the date of submission may be approved at the discretion of the unit coordinator (see 1.12 of this policy). Extensions will not normally be granted after the due date has passed.

Requesting an extension due to technical issues
If a student experiences technical issues that prevent that student from submitting a task, the student will need to contact the Unit Coordinator via email within one working day of experiencing the technical issue. Students must provide supporting evidence of the technical issue in the form of a short personal statement outlining the technical difficulties. The student must also include screenshots of error messages and technical difficulties. The student may also be required to provide supporting evidence relating to the technical or connectivity difficulties. The Unit Coordinator, at their discretion, may direct the student to submit the assessment in an alternative way or may grant the student time to resolve the technical issue.

Duration of extension
Extensions are normally capped at a period of five working days after the due date unless there are circumstances that justify a longer period of extension. Special consideration may be sought to support students that require a longer period of extension (see 1.12 of this policy).

1.10 SUPPLEMENTARY ASSESSMENT

A supplementary assessment will be provided when:

An *Extension of time to submit* or *Special Consideration* has been granted, but the integrity of the original assessment item (e.g., a time-sensitive take-home test) is compromised because of the delay. In this case, the Unit Coordinator is responsible for devising and administering the supplementary assessment.

The student is entitled to the supplementary assessment as the result of an application under the *SISTC Review of Grades and Academic Appeals Policy*.

A supplementary examination (see *SISTC Examinations Policy*) is an example of a supplementary assessment.

1.11 HURDLE ASSESSMENTS

Assessment hurdles are seen to be the minimum requirement for an assessment that students need to achieve to pass an assessment or a unit.

Primary Hurdles: At SISTC, we have set a primary hurdle for each unit that students must achieve a cumulative assessment pass mark of 50%. A cumulative assessment total below 50% is considered to be a failure in demonstrating the unit learning outcomes.

Secondary hurdles: In certain units, secondary hurdles may be stablished if it is in alignment with the unit and course learning outcomes. Secondary hurdles are used to ensure that students are

demonstrating the learning outcomes. They are also used to ensure that students are demonstrating the required level of knowledge and skills relevant to the discipline and the Australian Qualifications Framework.

Examples of secondary hurdles may include: A minimum mark of 50% in a final examination or an agreed minimum mark in a level of proficiency (e.g. 100% in a required maths test or 80% in a demonstration of a technical skill).

Secondary hurdles need to be considered in the scope of the assessment schedule for the unit and the degree program.

1.12 SPECIAL CONSIDERATION

Special consideration is the process for assessing the impact of short-term events beyond a student's control (exceptional circumstances) on student's performance in a specific assessment task. These are exceptional circumstances or situations that may:

- Prevent a student from completing a course requirement;
- Prevent a student from attending an assessment;
- Prevent a student from submitting an assessment;
- Significantly affect a student's assessment performance.

Students must apply for Special Consideration before the start of an exam or due date for an assessment, except where their circumstances of illness or misadventure prevent them from doing so. Special Consideration forms and documentation need to be submitted to the School rather than the Unit Coordinator. See *Special Consideration Form (Appendix 1).*

If circumstances prevent a student from applying before an exam or assessment due date, they must apply within three working days of the assessment or the period covered by the supporting documentation. However, in extreme cases, such as an accident, where a student is hospitalised, SISTC will work with the student on a case by case basis in order to support the student in their studies.

SISTC has a Fit to Sit/Submit rule, which means that if a student sits an exam or submits an assessment, they are declaring themselves fit to do so and cannot later apply for Special Consideration.

SISTC will take into account any special circumstances that may have educationally disadvantaged a particular applicant. This is accordance with relevant School policy, as well as the Higher Education Support Act (2003).

1.13 COMMUNICATION OF ASSESSMENT OUTCOMES AND RECORDING OF GRADES

SISTC understands that students benefit from timely assessment feedback. To ensure that students receive timely feedback, Learning Guides for all units will stipulate the latest date that a marked assessment will be returned. Where an extension to submit an assignment has been granted, the return date will be extended by the length of the extension.

Where there is a final exam during the exam period that is testing the same skills and knowledge as the final piece of assessment then the final piece of assessment should normally be due in week 10 to enable students to receive their feedback and results prior to the exam. This does not apply if the assessment and exam are testing unrelated skills and knowledge.

The Academic Registrar is responsible for ensuring that all grades are recorded on the student's record, including any changes made to grades as the result of an appeal process.

1.14 APPEALS

If a student has a valid reason/s to believe they have not received an appropriate assessment, then they can apply for a review of the grade under the provisions of the *SISTC Review of Grades and Academic Appeals Policy.*

1.15 EXTENUATING CIRCUMSTANCES

In the event of extenuating circumstances, at the discretion of the Academic Integrity and Grades Committee and in discussion with the Dean, Academic, the Committee may set in place strategies to enable a student that may otherwise have failed a unit to pass on the merit of their submitted tasks. The Committee may, at their discretion, require the student to submit an additional piece of assessment to demonstrate the required unit learning outcomes.

Monitoring and Review

The *SISTC Benchmarking Guidelines* and the *SISTC Compliance, Quality Assurance and Review Strategy and Plan* show how SISTC continuously monitors assessment outcomes to achieve ongoing regulatory compliance and process improvement.

Relevant Legislation and Standards

Australian Qualifications Framework (AQF)
Higher Education Standards Framework (Threshold Standards) 2021 Domains 1,3 and 5
National Code of Practice for Providers of Education and Training to Overseas Students 2018: Part D Standards: 9, 10

Key Related Documents

SISTC Compliance, Quality Assurance and Review Strategy and Plan
SISTC Benchmarking Guidelines
SISTC Course Rules Progression and Completion Policy and Procedures
SISTC Examinations Policy
SISTC Review of Grades and Academic Appeals Policy
SISTC Academic Misconduct and Integrity Policy and Procedures
SISTC Good Practice Guidelines in Assessment in IT and Business Education

Notes

Responsible Officer	Chair, Academic Board
Approval Authority /Authorities	Academic Board
Date Approved	27 July 2017
Date of Commencement	
Date for Review	2023
Documents Superseded by this Policy	None
Amendment History	Updated 25 July 2018; 6 March 2019 (Board of Directors Endorsement); **V1.0** amended with SISTC logo **July 2020**; **V2.0** amended with introduction of Fail Discontinued (FD) grade in line with the endorsed changes out of session to the *SISTC Course Rules Progression and Completion Policy* as a means to differentiate students who have not made an attempt to engage with their studies in a given trimester **24 November 2020**. **V2.1** updated with the approved changes to the senior management structure **28 April 2021**. **V2.2** updated with changes to *Fail Incomplete, Late Submission Penalties* and *Extenuating Circumstances approved and the change to Institute of Higher Education category and the HESF (2021)* ***26*** **August 2021.** **V2.3** approved by the Academic Board **15 November 2021** and released to the website after receiving accreditation of the MIT **5 April 2022** and provision of CRICOS Course Codes **28 April 2022**

Appendix 1: Special Consideration Form

STUDENT ID: Click or tap here to enter text.

1. REQUEST FOR SPECIAL CONSIDERATION

Students must complete this form if you wish to seek consideration when illness or other significant circumstances have had an adverse effect on your academic performance. Applications for special consideration should be made with reference to the Special Consideration Guidelines.

i. Form Completion

- Fully complete sections 1, 2, 3, and 4.
- Complete sections 5 or 6, and provide other relevant documentation, such as a medical certificate.
- If seeking consideration of 5 calendar days or less a medical certificate will be sufficient.
- If you are seeking consideration on the grounds of illness for a period of more than 5 calendar days **Section 5 must be fully completed by a relevant medical professional**. Applications without completion of Section 5 will not receive assessment.

Form Submission

- Applications must be submitted at the earliest possible date and usually within **three** business days after the date the assessment/class/exam is due.
- If you are unable to submit the application within this period you must demonstrate exceptional circumstances that prevented you from doing so.
- All supporting documentation must be attached.
- Forms must be to Student Administration using your student email address or in person.

1. Personal Details	
Family Name:	Given Name:
Email:	Mobile:
Course:	

2. Declaration and Confidentiality Statement

BEFORE YOU LODGE:

I hereby certify that the information contained is a true and accurate representation of my circumstances. I understand that:

- information provided as part of this application will be retained and managed confidentially, and only discussed with appropriate staff of the University on an as needs basis;
- for my application to be successful I must provide clear evidence to substantiate the illness or other significant circumstances that have affected me and the likely adverse effect on my academic performance;
- assessors must observe the principles of equity and academic integrity;
- assessors who require additional information will not contact report providers or relevant professionals directly without my written consent;
- assessors may contact report providers or relevant professionals directly to verify the authenticity of the documents only;
- submission of fraudulent documents will be subject to disciplinary action;
- I will be notified by email of the outcome of my application, whether it has been successful or not, as soon as possible and in any case where practical within three University working days of receipt of all documentation relating to the application.

Signature:Click or tap here to enter text. Date Click or tap to enter a date.

OFFICE USE ONLY	
☐ Approved ☐ Deferred Exam applied for ☐ Partially Approved	☐ Not Approved ☐ Ineligible

Name of Authorising Officer:

Click or tap here to enter text.

Signature of Authorising Officer:

Click or tap here to enter text.

ID: _____

Date: Click or tap to enter a date.

SISTC outcome Incident number:

Click or tap here to enter text.

STUDENT ID: Click or tap here to enter text.

3. To be completed by the student:

Request codes:

EXT– Extension

MTL- Waive non-attendance penalty for missed class

DE – Deferred Exam

DMS - Deferred mid-semester exam

DE - Deferred Exam (only applicable for end semester exam)

O – Other (please explain)

W – Withdrawal without academic penalty (Note: any future enrolled unit/s with required prerequisites will also be withdrawn).

Year	Trimester	Unit Code	Request Code (See above)	Assessment/ class/exam due date	Type of Assessment/class ie, essay, team assignment, lab, etc.	% of final mark	Comment (Has assessment been attempted? What date?) (Has examination been attended? What date?)	Outcome Code (office use only)
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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4. Explanation for Application for Special Consideration

Please provide details of the circumstances that have caused the disruption to your studies. Please note, medical diagnosis or personal details are not required.

Click or tap here to enter text.

5. Report Supporting Application for Special Consideration on Health Grounds
To be completed by Medical Practitioner or other health professional, including counsellor

Date of attendance: Click or tap to enter a date.

Please indicate **one** of the following categories on which the application is based:

☐ **temporary condition** ☐ **chronic condition**
☐ **temporary exacerbation of chronic condition**

Assessment: In my opinion the student's medical condition or circumstances have affected /will affect the student in the areas and over the period(s) indicated

☐ YES Unfit to attend classes from……..to.....
☐ YES No capacity to study from ……to……..
☐ YES Reduced capacity to study from ……to……..

Further comments on student's capacity for study (optional):
Click or tap here to enter text.

Report Provider's Details
To be completed by the report provider

	Occupation Click or tap here to enter text.
Signature: Click or tap here to enter text. Date: Click or tap to enter a date.	Official Stamp (required*): *or Registration Number Click or tap here to enter text.

6. Report Supporting Application for Special Consideration on other grounds
To be completed as appropriate by appropriate person able to provide objective assessment of the applicant's circumstances, e.g. religious leader, police officer/ recognised Elite Athlete representative

Date of report: Click or tap to enter a date.

Please indicate the period the student has been affected from Click or tap to enter a date. to Click or tap to enter a date. and provide relevant details for consideration
Click or tap here to enter text.

Report Provider's Details
To be completed by the report provider

Name Click or tap here to enter text.	OccupationClick or tap here to enter text.
SignatureClick or tap here to enter text.	Official Stamp (required)

Appendix 2: SISTC Assessment and Workload Guidelines

Contents

1. Context

At SISTC, we advocate transparency in assessment with a view to enhance students' learning experience at the School and also as a means to improve the process of assessing student learning by staff. The purpose of these guidelines is to provide clear guidance in the development of assessment, assessment schedules, and assessment weighting. These guidelines complement our existing processes of moderation and course and unit review. These guidelines form part of the SISTC Assessment Policy and Procedures.

2. Background

These guidelines are not meant to be overly restrictive or prescriptive. SISTC is cognisant that the demands and preparation time of assessed work in IT and Business can vary considerably depending on the nature, context, and level of that work. Assessment and measures of equivalence, such as word count or the allocation of hours, are traditionally used as a workload indicator; however, the allocation of assessment equivalency to practical or non-traditional IT and Business assessments is challenging. These guidelines put forward examples of word count equivalency and also suggest notional assessment work hours as a proportion of the notional learning hours for a unit.

3. Assessment as a Concept

Assessment is a nebulous concept and there are many, sometimes conflicting, definitions of what it means to assess a student's knowledge. We accept the widely accept definition of assessment put forward by Angelo (1995) as it best suits our teaching and learning philosophy:

> Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance.

Here, we aim to provide a basic overview of some of the key concepts in assessing student learning at SISTC.

3.1 ASSESSMENT AND OUTCOMES

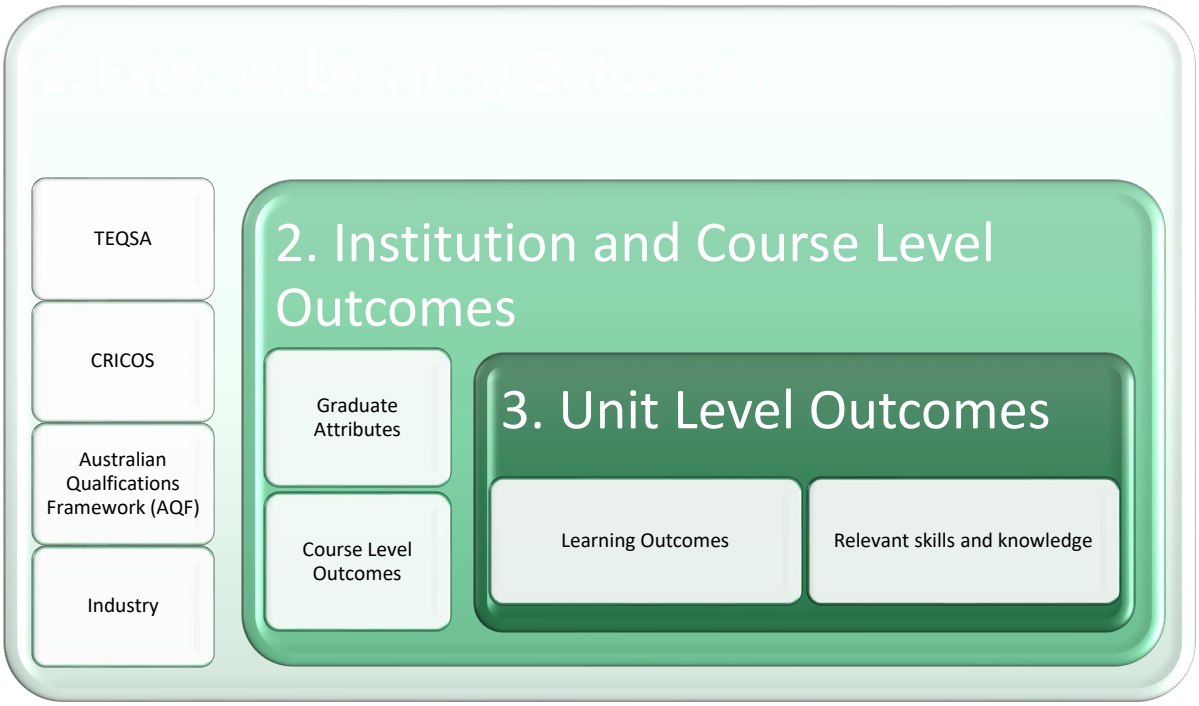
The process of assessment is cyclical and is not a one-off attempt to ascertain a student's level of knowledge. In order to demonstrate their knowledge, students must engage in a range of assessment activities so that they can demonstrate that they have the skills and knowledge required to pass a unit of study.

At the end of a degree, a student's knowledge and skills should have progressed in complexity and depth so that the students have had the opportunity to engage with and demonstrate the unit learning outcomes, the course learning outcomes, and the graduate attributes as well as achieving external outcomes.

Figure 1 shows how assessment needs to be designed in consideration of three levels of learning outcomes: External Outcomes; Institution and Course Outcomes; and Unit Learning Outcomes.

The External Outcomes are regulated by industry bodies and the Australian Government. SISTC has undergone rigorous accreditation processes in order to be able to operate as an Institute of Higher Education. As part of this process, we have submitted course documents and assessments.

Figure 1. Three levels of Learning Outcomes



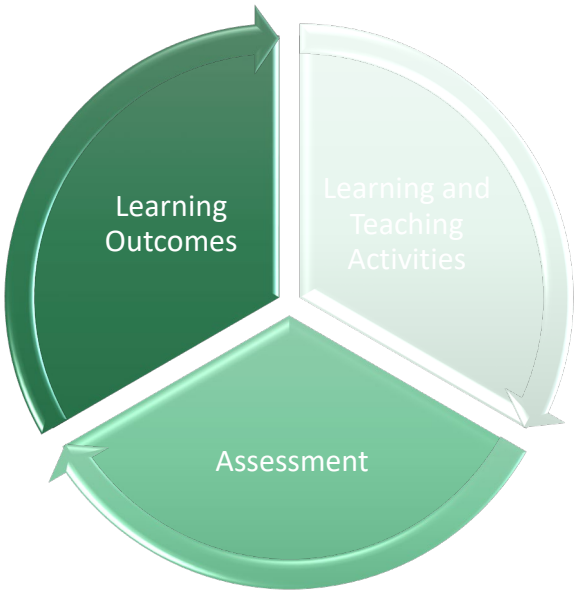
3.2 CONSTRUCTIVE ALIGNMENT

Alongside validity, constructive alignment is another key term that we encourage teachers at SISTC to become familiar with. Constructive alignment establishes the conceptual and organizing logic for graduate attributes, course learning outcomes and unit learning outcomes. It also maps the course elements to external standards. At SISTC, we used outcomes-based teaching, which is also known as criterion-based assessment or standards-based assessment.
According to Biggs (2014):

> Constructive alignment is an outcomes-based approach to teaching in which the learning outcomes that students are intended to achieve are defined before teaching takes place. Teaching and assessment methods are then designed to best achieve those outcomes and to assess the standard at which they have been achieved.

Outcome-based learning and teaching is based on meeting set standards of learning and teaching to ensure that students meet the requirements their degree programs. These outcomes are described in the unit outline and learning guide documents. Assessment is designed and then marked against criteria referenced to the specified outcomes for the unit. In constructive alignment, assessment is aligned to the intended learning outcomes and students construct knowledge through teaching and learning experiences. In constructive alignment, course learning outcomes, learning and teaching activities, and assessment relate to each other in an ongoing cycle as indicated in Figure 2.

Figure 2. Constructive Alignment



This cycle clarifies the need for having valid assessment processes as it is through assessment that students demonstrate that they have met the required outcomes.

3.3 UNIT LEARNING OUTCOMES, COURSE LEARNING OUTCOMES, AND GRADUATE ATTRIBUTES

Within a unit of study, students are assessed against three levels of outcomes: Unit Learning Outcomes, Course Learning Outcomes, and Graduate Attributes.

Graduate Attributes

These Graduate Attributes are broad statements that reflect the learning and teaching philosophy of SISTC. They represent the generic skills and capabilities of SISTC graduates. They are designed to help students achieve success while studying as well as in their careers.

Sydney International graduates will be able to:

- demonstrate comprehensive knowledge and skills of their chosen discipline and demonstrate the ability to apply their knowledge and skills in relevant professional contexts (GA1);
- demonstrate the capacity to be innovative, entrepreneurial, and to take leadership roles in their chosen career (GA2);
- communicate effectively to culturally diverse professional audiences across multiple platforms to achieve common goals (GA3);
- solve problems independently and as part of a team by applying research methodologies, critical, creative, and evidence-based thinking to provide innovative responses to existing and future challenges and to solve real-world problems (GA4);
- act with professional integrity and promote ethical practice in work and business (GA5); and
- display resilience, reflexivity, and self-awareness and respond appropriately in a range of professional contexts including new environments and issues (GA6).

Course Learning Outcomes

Course learning outcomes are the top-level outcomes for a program of study (e.g. Bachelor of IT or Bachelor of Dig.Com). The unit learning outcomes are derived from the course learning outcomes. As such, each of the units within a program of study contributes to a whole body of knowledge. The course learning outcomes are more general than the unit learning outcomes.

Example Course Learning Outcome: CLO2. Skill and ability to identify (verb) the need for transformative digital solutions, especially those relating to provision of ICT systems and infrastructure, elicit requirements from relevant stakeholders and research and plan solutions to meet these requirements.

Unit Learning Outcomes

Learning outcomes are operational statements describing specific student behaviours that evidence the acquisition of desired knowledge, skills, abilities, capacities, attitudes, or dispositions within a unit. Simply, learning outcomes are the assessable criteria for determining whether a student has achieved the educational objectives of the unit. They are normally written as present tense statements that are guided by verbs from Bloom's taxonomy (e.g. describe, evaluate, analyse, and synthesise). They refer to a particular skill or knowledge set that students should develop mastery in by the end of the unit.

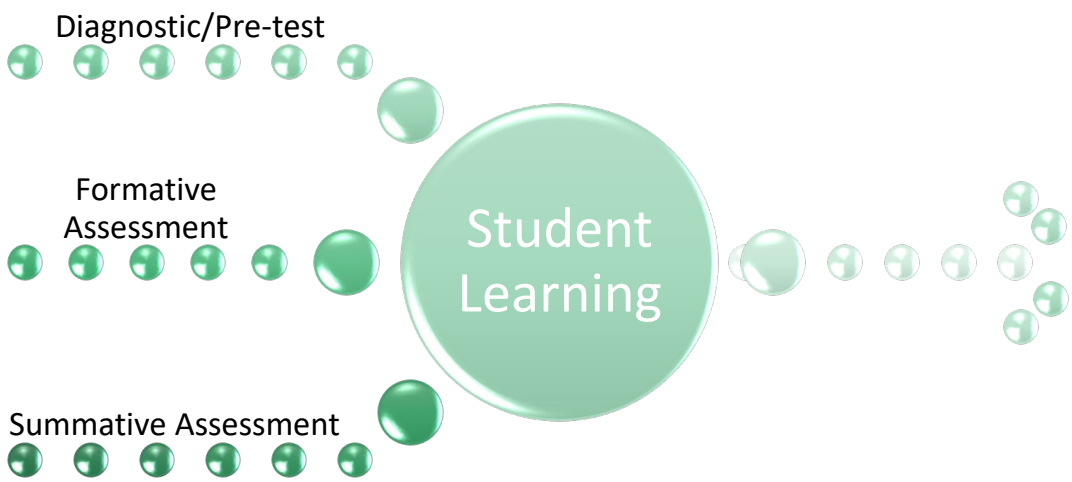
Example Unit Learning Outcome: L04: Analyse (verb) the impact of the ethical, social, and cultural issues when implementing social media strategies and evaluate (verb) their potential effects on individuals, organisations, and society.

3.4 DIFFERENT TYPES OF ASSESSMENT

Building on from the concept of constructive alignment, it then becomes evident that assessing student learning is an ongoing process that should be seen in the context of a whole degree program. Students need to be given access to a range of opportunities to demonstrate their skills and knowledge. There are three types of assessment that should be implemented both into a specific unit and across a degree.

The three types are: diagnostic/pre-test, formative assessment, and summative assessment. Note here that not every one of these assessment types requires a marked task. Many of the assessments that are undertaken in lectures, tutorials, and labs are informal checkpoints to test student understanding of a concept or skill (Figure 4). Assessment should be used to feedforward in that assessment findings should inform the subsequent learning and teaching activities and assessment.

Figure 4. Feedforward assessment at SISTC



Diagnostic/pre-test

A diagnostic or a pre-test is used at the start of a unit or a new topic in order to ascertain a student's prior knowledge. These types of assessment are used purposefully for making adjustments for learning and teaching strategies. They do not form part of the course assessment mark. Diagnostics may include a brainstorm, questionnaire, quiz, class questioning, or a discussion.

Example of a diagnostic: You are starting a unit on programming (e.g. ICT101) and you want to know how much knowledge your students already have. You do a quick 10 question multiple choice test at the start of the lecture that you have the students self-mark in class. You go through the questions in class and realise that the students do not have a basic understanding of the topic, so you use this information to make adjustments to your lectures for the next few weeks.

Formative assessment

Formative assessment is the ongoing gathering of information about student learning over the course of a trimester. This may include small unmarked tasks, such as one-minute presentations, exit cards, questioning, or discussions. Formative assessment can also be pieces of assessment that are marked, such as drafts, project plans, or mid-trimester tests. The aim of conducting a formative assessment is to improve student learning, and this can be done by changing teaching styles, changing teaching strategies, or making adjustments to the learning space.

Examples of a formative assessment: In your unit, you want to gauge how much information students have retained from the past few weeks of class before they have a mid-trimester test. You set a tutorial activity wherein students have to answer questions in small teams in the weeks prior to the test. When going through the answers in class, you note down all of the areas where students are not too sure about concepts and skills that will be tested in the exam. You then do a

revision session the following week in class. In the same unit, when students are doing their practical lab session, you walk around the class talking to students, checking their project work. By working with each student individually, you have the opportunity to address any just-in-time concerns.

Summative Assessment

Summative assessment is an assessment of the sum total of a student's knowledge. In this respect, it is often seen as the cumulative assessment of a student's knowledge and skills within in a unit, such as a final exam, final research paper, presentation of findings, or final portfolio of work. However, there is always a degree of feedforward with assessment, and information relating to an assessment in one cohort is often used to inform the design of unit or assessment for the next cohort. For example, if students all perform poorly in a final examination then both the examination and the course content need to be reviewed.

Examples of a summative assessment: You have developed two summative assessments for the unit that you teach. One is the final invigilated examination that tests declarative knowledge. You set this up as a short answer and case study exam. This will be an objectively marked piece of assessment. For the other assessment, your students needed to develop a portfolio of work. As this is a more subjective assessment, you ask a colleague to double mark the task with you so that you can ensure that your marking is valid. Your summative assessments cover both the knowledge and skills for the unit.

4. General Assessment Guidelines

In this section, general assessment guidelines for SISTC are provided. These are designed to give our teachers guidance on some of the basics of assessment and to ensure that we maintain our high standards in learning and teaching.

4.1 ASSESSMENT CALENDAR

When scheduling assessments, please refer to the SISTC Assessment Calendar. This is available on SharePoint. This calendar provides a transparent means by which all assessments and weighting can be accessed by staff. If staff wish to change an assessment, this needs to be done as part of the unit review process. Further aims of the calendar are to ensure that a) assessments are spread over the course of a trimester; b) that assessment weighting is fair; c) that there is a variety of assessments across a trimester and a program of study; and d) to enable staff to manage their marking and assessment return.

4.2 UNIT OUTLINE AND LEARNING GUIDE

In the Unit Outline and the Learning Guide for each unit, the assessment schedule is provided. The assessments have been aligned with the Unit Learning Outcomes, Course Learning Outcomes, and Graduate Attributes. The week the assessment is due and the weighting as a percentage are also provided (Figure 5).

Figure 5. Assessment schedule example

The tasks are devised during unit and course review

The assessments are aligned to the ULO, CLO, and GA

Assessment Tasks							
No	**Name**	**Description**	**ULO**	**CLO**	**GA**	**Week**	**%**
1	Critical Analysis	Critical analysis of BPI methodologies	LO1, LO2, LO3	CLO1, CLO4, CLO6	GA1, GA2,	5	20%
2	Case-Study	BPI case study and implementation strategy	LO3, LO4, LO5, L06	CLO1, CLO2, CLO3, CLO4, CLO6,	GA1, GA2, GA3, GA4	11	40%
3	Invigilated final exam	2 hour written exam	LO1, LO2, LO3, LO4, L05, L06	CLO1, CLO2, CLO3, CLO4, CLO6	GA1, GA2, GA3, GA4	Exam period	40%

In the Learning Guide the assessment descriptions are provided. This provides explicit information for the students and staff regarding the aim of the task, the actual due date for that trimester, and the word count/duration/page limit (Figure 6). The assessment details are also provided as are the submission details. If the assessment is a secondary hurdle (see section 6), this information is also clarified for the students on the Unit LMS.

Figure 6. Assessment Description example

Clear aim. Use third person

Add details. Use second person

ASSESSMENT 1: Critical Analysis	
Aim	The aim of this assessment is to give students the opportunity to critically analyse a range of BPI methodologies in order to understand the strength and challenges of varying methodologies.
Due Date	Friday 5:00pm Week 5
Word Count	2000 words (+/- 10%)
Assessment Details	In this critical analysis, you will need to draw upon relevant literature to critically analyse two different BPI methodologies (e.g. Six Sigma, Lean Management, Agile Management, Total Quality Management (TQM) and Kaizen). This will be presented as a business style report.
Submission Details	Submit link to website via online submission in LMS

Add the date and the constraints (word count, time limit etc.)

ASSESSMENT 2: Case Study	
Aim	The aim of this case study is to give students the opportunity to plan a BPI strategy that can be implemented in an enterprise
Due Date	Friday 5:00pm Week 11
Word Count	4000 (+/- 10%)
Assessment Details	You will be given a case study to work with. As part of the case study, you will need to plan, design, and create a BPI strategy. Templates will be provided on the LMS.
Submission Details	Submit link to website via online submission in LMS

Add a note here if there is an assessment hurdle

ASSESSMENT 6: Final Exam	
Aim	The aim of the final exam is to give students an opportunity to apply theoretical knowledge of BPI and BPM to a range of contexts
Due Date	Exam Period
Word Count	N/A
Assessment Details	This assessment will be a 2 hour invigilated exam held during examination period. Details will be provided in class in week 10. Note: This is a hurdle assessment; students must attain a pass mark of over 50% in the exam in order to pass the Unit.

4.3 GENERAL ASSESSMENT GUIDELINES

In Figure 7, the generic assessment guidelines for SISTC are presented.

Figure 7. SISTC General Assessment Guidelines

SISTC General Assessment Guidelines

Credit Points and Learning Outcomes

- Units should normally be of 10 credit points and assessment needs to be proportionate to the credit points and the year of study
- Units should normally have four to six learning outcomes

Number and weighting of assessments

- Units should normally have no more than three assessments (including the final exam if required)
- If there is a final exam during the exam period, the last piece of assessment should normally be due in week 10 to provide time to mark and return the assessment
- Minimum assessment weighting in first year is 10% and in second and third year is 20%
- Maximum assessment weighting in first year is 40% and in second and third year is 50%
- Exam weighting is between 30 to 50%
- First year courses normally need an early low-stakes assessment in weeks 1 to 5 (weighted between 10 - 20%).

Team Assessments

- Team assessments should not normally comprise more than 40% of assessment weighting in a unit
- Team assessments should not normally comprise more than four students
- Team assessments need to measure collaboration as a learning outcome.

Assessment turnaround time

- There is normally a two-week turnaround on returning a marked piece of assessment where practical; and
- Assessments should normally be scheduled to enable students to receive feedback before the submission of the next assessment.

4.4 VALIDITY IN ASSESSMENTS

An assessment needs to be valid in order for it to be reliable. Validity describes an assessment's successful function and results. Definitions and conceptualisations of validity have evolved over time, and contextual factors, populations being tested, and testing purposes give validity a fluid definition. Scholars argue that a test itself cannot be valid or invalid, current professional consensus agrees that validity is the process of constructing and evaluating arguments for and against the identified interpretation of an assessment mark and their relevance to the proposed use. There are three main types of validity:

1. **Face Validity:** it looks like an assessment task;
2. **Construct validity:** the design of the questions, rubrics, weighting etc. are all reliable;
3. **Content validity:** the content being assessed is linked to the construct.

Teachers refine assessment tasks over time as sometimes the assessment is not measuring what they intended the task to measure, materials change, or they have found ways to better assess student learning. This is all a normal part of the teaching and learning cycle, and it is an essential component of unit and course review.

4.5 ASSESSMENT TYPES

There is an expectation that students will have the opportunity to participate in a range of AQF and discipline appropriate assessments. It is appreciated that different units will use a range of different assessment measures (Table 1). As part of SISTC commitment to proving a quality learning and teaching experience, assessments will be mapped both horizontally and vertically to ensure that students are able to engage with varied and more progressively complex assessments as they move through their program of study.

Table 1. Examples of valid assessments in higher education

Written Assessments			
Annotated Bibliography	Literature Review	Portfolio	Report
Case Study	Peer Review	Professional Plans	Thesis
Essay	Critical Review/Analysis	Project (research)	Problem Solving Task
Workbook	Quiz/Test/Exam	Reflective Journal	Self-assessment
Case study	Research paper		
Oral Assessments			
Presentation	Interview	Critique	Debate
Movie/Film	Recording	Poster Presentation	
IT/Business Development and Demonstration			
Software/App	Laboratory / Practical	Simulation	Process development

For an extensive list of assessment types, please refer to the Queensland University of Technology's Learning and Teaching Unit's definitions of summative assessments. https://cms.qut.edu.au/__data/assets/pdf_file/0006/183858/definitions-of-summative-assessment-types-20120801.pdf

5. Considerations for Assessment and Student Workload

When assessing students, there are a number of factors that can cause challenges for teachers. Here, a number of the considerations are outlined.

5.1 COMMON ASSESSMENT CHALLENGES

Assessment and measuring student learning can also raise a number of challenges for teachers and teaching teams. These are some common issues:

Assessment Hours Assessment work hours need to also be considered when allocating weightings, schedules, and task elements. Assessment hours can include: gathering, reading and organising information; drafting plans; writing and construction of assignments; editing, revision or rehearsal; collaboration and planning time; creation and building; and delivery time (i.e. delivering a presentation or completing an exam).

Over Assessing There can be tendency to "over assess" which puts pressure on both the students and the staff. Small assessment tasks, such as weekly quizzes, need to be considered in the context of an assessment schedule. For example, if you are planning a weekly quiz then each one needs to have a valid weighting. When planning a task, consider the whole of the unit and the SISTC assessment calendar.

Team Assessments Team assessments can be fraught with challenges for staff and students. Team assessments should not be used to reduce workload for teaching staff. For example, a 40% team presentation that can be marked in class is easy for staff but may not enable students to best demonstrate their knowledge and skills. Team tasks need to measure collaboration and planning/conferencing needs to be built in to class time so that teaching staff can provide just-in-time feedback to teams.

Task Words When designing a task, you need to have a clear aim about what you want the students to achieve. One of the major challenges for students is understanding what the teacher actually wants them to do. Using task words is helpful. Table 2 provides a list of some commonly used task words (these are verbs) that are aligned with the AQF. Select one to three verbs from the list. These are from Bloom's taxonomy, so the more critical verbs (higher order thinking) are analysis, synthesis and evaluation.

Table 2. Assessment task words (Bloom's Taxonomy, 1956)

Action	Verbs
1. Knowledge	Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write
2. Comprehension	Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarise, Tell
3. Application	Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use
4. Analysis	Analyse, Characterise, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate
5. Synthesis	Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organise, Perform, Plan, Produce, Propose, Rewrite
6. Evaluation	Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritise, Prove, Rank, Rate, Select.

5.2 GENERAL WORKLOAD CONSIDERATIONS

When designing units and assessment, it is important to consider the overall workload for students. There are a number of factors that impact upon a student's ability to engage with and successfully complete a task (Figure 8).

Figure 8. SISTC Assessment workload considerations

SISTC Assessment workload considerations

Planning

Factors to consider when planning an assessment schedule:

- How long will it take students to plan, complete, and submit each assessment task?
- How many assessment tasks do students have in other units and when are they due?
- How much time per week will most students have available for assessment in addition to their unit requirements?

Workload

The calculation of unit and assessment workload should also include facets of learning such as:

- Class contact time
- Professional or work-based Learning
- Project work
- Online work (online discussion forums)
- Collaborative teamwork
- Skills practice and IT competency development (e.g. learning programming languages)
- Assessments
- Preparation, reading, and study

5.3 ASSESSMENT WORKLOADS AND WEIGHTINGS

It is problematic to specify exact weightings in relation to assessments. This is largely due to the complexities of certain tasks within IT and Business. For example, a task that requires a student to master a programming language may be more complex than an in-class quiz on last week's lecture. Table 3 provides a guide for first year units. This can be used as a starting point for assessments in upper years. In first year, as part of the SISTC Student Retention, Engagement, and Success Strategy, we advocate not having tasks above 40%.

Table 3. First Year assessment types, associated word limits and overall weighting

	Assessment Type	Word Count	%
Early assessments	Draft report/essay/project plan	500 - 800	10%
	Quiz/test short answer	500 - 800	10%
	Quiz/test extended answer	500 - 800	10%
	Presentation	5 – 10 minutes	10%
	Activity Log	1000	20%
	Essay team	1000 words per member	20%
	Team presentation	1000 words per member	20%
Mid- End Trimester assessments	Test/exam	1 hour	20 - 30%
	Oral presentation	15 – 20 minutes	20 - 30%
	Essay	1000 - 1500	20 - 30%
	Poster presentation	1000 - 1500	20 - 30%
	Research project proposal	1000 - 1500	20 - 30%
	ePortfolio	1000 - 1500	20 - 30%
	Learning journal	1000 - 1500	20 - 30%
	Critical review	1000 - 1500	20 - 30%
	Annotated bibliography	1500 - 2000	30 – 40%
	Literature review	1500 - 2000	30 – 40%
	Research project final report	1500 - 2000	30 – 40%
	Team research project final report	1000 - 1500	30 – 40%
	Multimedia resource	1500 - 2000	40 – 50%
	Digital portfolio	1500 - 2000	40 – 50%
	Design and Technology portfolio	1500 - 2000	40 – 50%
Exam	Mid-trimester exam	1 hour	20 - 30%
	End of trimester exam	2 hour	40 - 50%

5.4 Word Count Guidance

Assignment briefs requiring a written response should have a word count between 1000 – 4000 words depending on level. Students must comply with the required total word count as stated on the assignment description, within a margin of +/- 10%. This is to encourage students to adhere

to assessment guidelines and also for purposes of moderation and equity. The following are excluded from inclusion in word count if used and not required by the assignment brief:

- Title page
- Abstract or executive summary
- Index
- Table of contents
- Headings
- Diagrams, Tables, Charts and Graphs
- Reference lists.

These are optional elements and do not form part of the Learner's answers to the assessment criteria and, unless explicitly stated in the marking criteria, will not be marked. In regards to equity, there may be instances where students require reasonable adjustments for assessment that includes approval of a decreased or increased word count. All applications for a Reasonable Adjustment must be approved in advance by the Unit Coordinator.

6. Hurdle Assessments

Assessment hurdles are seen to be the minimum requirement for an assessment that students need to achieve to pass an assessment or a unit.

6.1 PRIMARY HURDLES

At SISTC, we have set a primary hurdle for each unit that students must achieve a cumulative assessment pass mark of 50%. A cumulative assessment total below 50% is considered to be a failure in demonstrating the unit learning outcomes.

6.2 SECONDARY HURDLES

In certain units, secondary hurdles may be stablished if it is in alignment with the unit and course learning outcomes. Secondary hurdles are used to ensure that students are demonstrating the learning outcomes. They are also used to ensure that students are demonstrating the required level of knowledge and skills relevant to the discipline and the AQF.

Examples of secondary hurdles may include: A minimum mark of 50% in a final examination or an agreed minimum mark in a level of proficiency (e.g. 100% in a required maths test or 80% in a demonstration of a technical skill).

Secondary hurdles need to be considered in the scope of the assessment schedule for the unit and the degree program.

7. Rubrics and Marking Criteria

Rubrics and marking criteria are invaluable in creating a shared understanding between the student and the assessor of the expectation and requirements for each assessment task. At SISTC the marking criteria/rubric is made available to students as a reference point for them when they are completing their assessment.

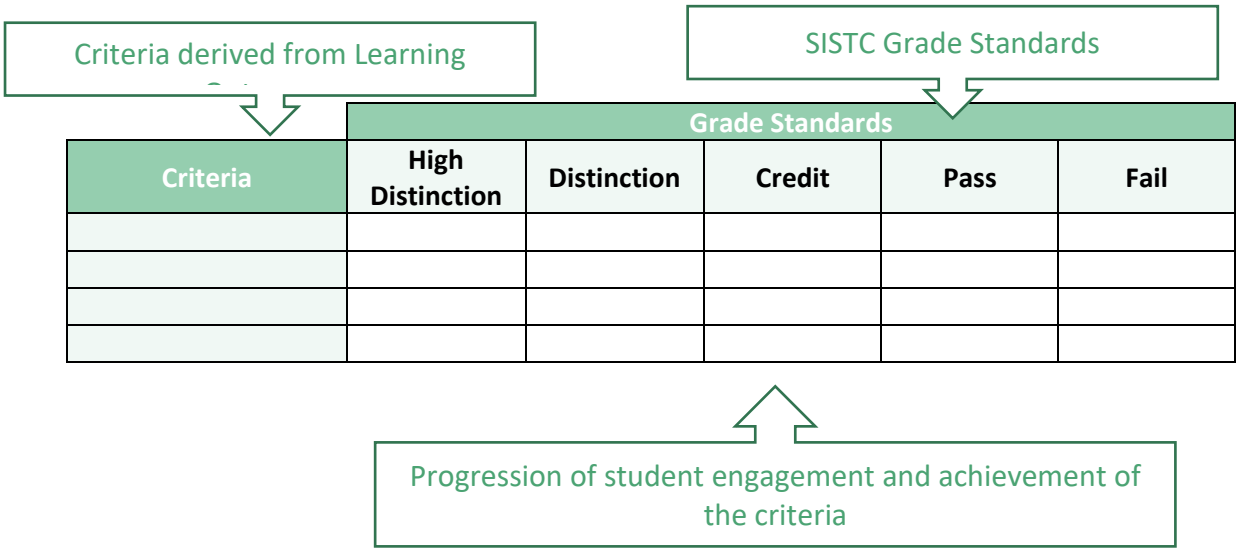
Perhaps the most challenging part of assessing student learning is devising a rubric or set of criteria that can be used to provide a numeric representation for a student's achievement against the learning outcomes.

Objective assessments, such as multiple choice, can be fairly easy to mark as the answer is usually correct or incorrect. This can be the same for maths tests, short answer definitions, matching exercises, listening tasks, and comprehension tasks. Assessing student learning becomes more difficult when the nature of the task is subjective and when there is a need to have teacher marking consistency across a cohort. Rubrics and marking criteria can provide two measures to build reliability in to marking student work.

7.1 RUBRICS

A marking rubric helps a teacher to communicate the outcomes and standards of the assessment task to students and markers. Rubrics are an effective way to implement an outcomes-based assessment. A marking rubric contains descriptors of the standards for a number of criteria, usually in the form of a grid or matrix. At SISTC, we have developed a template for developing rubrics (Figure 9). This rubric template should be used for formatting rubrics. Rubrics may be reliable when assessing projects, essays, research reports, and written assessments. The editable template is available in SharePoint.

Figure 9. SISTC assessment rubric template (sample)



7.2 MARKING CRITERIA

While rubrics offer a way to mark against a set of standards, some assessments require specific marking criteria for example the Marking Template provided in Appendix 3. Marking criteria provide a clear numeric values for skills that are being assessed. This form of assessment marking criteria may be reliable when assessing presentations, written assessments with skills requirements, or projects. The editable template is available in SharePoint.

Figure 10. SISTC assessment marking criteria (sample)

Criteria derived from Learning Outcomes

Clear marking scheme and space for a targeted comment

Concept		
Criteria	Mark	Comment
Criteria 1 description (may use numbered points) 1.	1 2 3 4 5	
Concept		
Criteria 2 description (may use numbered points) 1.	1 2 3 4 5	
Criteria 3 description (may use numbered points) 1.	1 2 3 4 5 6 7 8 9 10	
Criteria 4 description (may use numbered points) 1.	2 4 6 8 10 12 14 16 18 20	
Feedback to Student		

Feedback to feedforward to next assessments or units

8. Grades

At SISTC, we have a grading scheme that recognises a student's engagement with the learning outcomes. As we used outcome-based learning, a pass mark of 50% means that a student has achieved the learning outcomes for that assessment and unit. Any grade higher than a pass indicates that a student has achieved a higher level of performance.

8.1 GRADING SCHEME

Please refer to Section 1.2 of this document for the Grading Scheme and Section 1.3 for Grade Point Average procedure.

9. Assessment Moderation

Moderation is an assessment practice that is purposefully designed to ensure that assessments and associated rubrics and criteria are achieving what was intended. Moderation is also a learning and teaching technique that strengthens other assessment practices. A clear moderation strategy provides a structure and process for schools, teaching teams, individual teachers, and students to develop an understanding of the unit learning outcomes, the assessment, the rubrics, and the marking process.

Moderation of assessment at SISTC is carried out at the levels of unit, course, and School.

9.1 UNIT LEVEL MODERATION

Unit Coordinators are responsible for moderation within units, e.g. by ensuring consistency of marking across tutorial teams, by ensuring double marking of potentially failing assignments, and by mandating double marking of examinations. We also need to have a clear moderation process at SISTC as part of our accreditation. As such, at the end of each offering, the Unit Coordinator will be responsible for collecting an example of each grade level assessment and the feedback. This will be stored in SharePoint.

9.2 COURSE LEVEL MODERATION

Course Coordinators are responsible for moderation across units, e.g. by monitoring grade distributions, benchmarking assessment items across units, peer review, and spot-checking of marked work. A moderation meeting with the Deputy Dean will be arranged to go through the moderation for the course.

9.3 SCHOOL LEVEL MODERATION

Academic Board, through Course Advisory Committees, has overall responsibility for moderation at the School level. Besides monitoring and guiding internal moderation practices at course level, Course Advisory Committees undertakes external benchmarking of assessment. Further information on this can be found in the SISTC Benchmarking Guidelines.

10. Submission of Assessment

There are a number of processes pertaining to assessment that are related to the submission of assessment. Please refer to the SISTC Assessment Policy and Procedures for information pertaining to the submission of assessment; submission of time to submit; special consideration; and appeals.

Appendix 3: Sample Marking Criteria

SISTC Assessment Marking Criteria						
Unit Code		**Grade**				
Assessment Name						
Student Name		**Student ID**				
Due Date						
Criterion	**HD**	**D**	**C**	**P**	**F**	**Max Mark**
Activity/Task	**A: Journal**					
Journal	Compelling and well-structured account. Activities clearly described. Initiative clearly demonstrated. Reference list provided and correctly formatted.	Good structure and comprehensive account of activities. Referencing compliant with Harvard AGPS referencing method with some minor lapses.	Adequate structure and account of activities. Minor errors in referencing method.	Adequate structure but limited description of activities. Limited references provided and/or poorly formatted reference list.	Poor structure and/or inadequate list of activities. Incoherent account. Lack of reference list or poorly formatted references.	5
Activity/Task	**B: Report**					
Presentation of report	Professional presentation of material resulting in clarity of message and information. Professional appearance of title page and accurate table of contents.	Carefully and logically organised. Title page and table of contents clear and accurate.	Shows organisation and coherence. Adequate title page and table of contents.	Shows some attempt to organise in a logical manner. Some flaws in title page and/or table of contents.	Disorganised/ incoherent. Poor formatting, or missing title page, table of contents.	10
	Appendices are clearly labelled and referenced.	Appendices used to provide appropriate supporting material	Adequate use of appendices for report readability.	Appendices not clearly identified or referenced.		

	Excellent clarity of expression. Grammar and spelling accurate. Referencing fully compliant with Harvard AGPS referencing method. Wide range of appropriate sources appropriately analysed, applied and discussed.	Expression fluent. Grammar and spelling accurate. Referencing compliant with Harvard AGPS referencing method with some minor lapses. Variety of appropriate sources appropriately analysed, applied and discussed.	Grammar and spelling mainly accurate. Most sources are referenced. Minor errors in referencing method. Clear evidence of research and application of textbook concepts.	Grammar and/or spelling contains errors. Gaps in referencing and errors in in-text references or reference list. References are used in a purely descriptive way indicating limitations of understanding.	Frequent mistakes in grammar and/or spelling. Unsatisfactory referencing. Few or no references or inconsistent reference method. No evidence of research or irrelevant sources cited.	
Case study questions						
Question 1	Identifies all the gaps and demonstrates sophisticated understanding of IT4IT™ relevance to business and IT.	Identifies most of the gaps and demonstrates comprehensive understanding of IT4IT™ relevance to business and IT.	Identifies some of the gaps and demonstrates adequate understanding of IT4IT™ relevance to business and IT.	Identifies a few of the gaps and demonstrates limited understanding of IT4IT™ relevance to business and IT	Fails to identify the gaps	20
Question 2	Demonstrates sophisticated understanding of advantages of IT4IT™ adoption.	Demonstrates comprehensive understanding of advantages of IT4IT™ adoption.	Demonstrates adequate understanding of advantages of IT4IT™ adoption.	Demonstrates limited understanding of advantages of IT4IT™ adoption.	Inadequate understanding of advantages of IT4IT™ adoption.	20
Question 3	Identifies all the gaps and demonstrates sophisticated understanding of IT4IT™ relevance to business and IT.	Identifies most of the gaps and demonstrates comprehensive understanding of IT4IT™ relevance to business and IT.	Identifies some of the gaps and demonstrates adequate understanding of IT4IT™ relevance to business and IT.	Identifies a few of the gaps and demonstrates limited understanding of IT4IT™ relevance to business and IT	Fails to identify the gaps	20
Question 4	Demonstrates sophisticated understanding of advantages of IT4IT™ adoption.	Demonstrates comprehensive understanding of advantages of IT4IT™ adoption.	Demonstrates adequate understanding of advantages of IT4IT™ adoption.	Demonstrates limited understanding of advantages of IT4IT™ adoption.	Inadequate understanding of advantages of IT4IT™ adoption.	20
Question 5	Clear conclusions well- grounded in material presented demonstrating insights into ITSM and IT4IT™ concepts.	Good development shown in conclusions.	Adequate development shown in conclusions.	Limited conclusions do not build on analysis.	Conclusions not drawn from material.	5
Total						**Total**

References

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