

Assessment Policy

Policy Category	Academic		
Policy Owner	General Manager IGI		
Responsible for Implementation	Dean		
Review Date (2 years)	October 2025		
Relevant to	IGI Students and Academic Staff		
Related Documents	Academic Integrity Policy Credit for Prior Learning Policy and Procedure Access and Inclusion Support Policy Complaints and Appeals Policy Course Review Policy		
Version	Authorised by	Approval Date	Effective date
1.1	Academic Board	10 Oct 2023	10 Oct 2023

1. Purpose

The Assessment Policy sets out the:

- Principles that underpin the International Graduate Institute’s (IGI’s) approach to designing, developing, and implementing assessments for all its undergraduate courses
- Responsibilities and accountabilities of IGI and their students regarding assessment practices
- Procedures, rules, and regulations that IGI will implement to govern assessment practices and processes.

2. Definitions

Definitions	
Assessment	A process to determine a student’s achievement of identified learning outcomes and may include a range of written, oral, practice, or demonstration.
Assessment Activity	A task assigned to measure students’ performance, which may include but is not limited to case study, essay, report, presentation, open book examination, debate, or project.
Assessment Moderation	The process of establishing comparability of standards in student performance across, for example, different markers, locations, units, courses, and/or providers. It assures consistent, comparable, appropriate, and fair judgements are made of student performance, thereby ensuring the validity and reliability of assessment tasks, criteria, and standards.
Assessment Validation	The implemented quality review of the assessment process. It involves checking that assessment tools produce valid, reliable, sufficient, current, and authentic evidence to enable reasonable judgements to be made as to whether the learning outcomes or requirements of a course have been met.
Australian Qualifications Framework (AQF)	Australia’s national policy for regulated qualifications. It encompasses higher education, vocational education and training, and school education and provides for national recognition and a consistent understanding of what defines each qualification type.

Definitions	
Award	The conferral of a qualification to a student and certification of the qualification provided in a testamur.
Benchmarking	Involves comparing course performance outcomes and processes of similar courses and providers.
Block Credit	Credit is granted to exempt a student from multiple units within a course based on the completion of a different qualification. This type of credit cannot be transferred for admission into another qualification.
Compassionate or compelling circumstances	Circumstances beyond the control of the student which will have an impact on the student's progress or well-being,
Course	Means a collection of academic subjects or units, which may or may not lead to an award of a certificate, diploma, or degree.
Credit	Exemption from the study is granted in recognition of the equivalence of prior learning regarding course content and learning outcomes. Credit granted provides a student with credit for prior learning in the enrolment program (i.e., reduces the amount of learning required to achieve the qualification). Credit can be given in the form of block, specified, or unspecified credit.
Credit Agreement	Formal negotiated agreement within and between issuing organisations or accrediting authorities regarding student entitlement to academic credit.
Credit Transfer	A process that provides students with credit for completed components of a program of study based on equivalence in content and learning outcomes.
Disability	Has the same meaning as in section 4(1) of the Disability Discrimination Act 1992 (Cth) and includes physical, psychological, and psychiatric conditions, injuries, and ongoing medical conditions.
Formative Assessment	Are designed to assist students and staff to identify strengths, weaknesses so that support can be provided to students to improve their learning.
Learning Outcomes	A 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.
Mark	The result of an assessment is expressed in numerical terms.
Marking Criteria	Specific performance criteria or attributes that the assessor takes into consideration when marking a student's response.
Reasonable adjustment	The modification or provision of facilities or equipment to support a person with a disability to engage in learning activities appropriately.
Recognition of Prior Learning	An assessment process that involves the assessment of an individual's relevant prior learning (including formal, informal, and non-formal learning) to determine the credit outcomes of an individual's application for credit.
Specified Credit	Credit is granted based on formal learning of a specific component of a qualification, exempting the student from completing that component.
Summative Assessment	An evaluation of the quality of students' learning involves assigning a grade/numerical result based on how effectively students have addressed learning outcomes.
Unit	The separate subject of study which, in combination with other units, make up a course.
Unspecified Credit	Credit is granted based on formal learning to an elective requirement of a qualification, exempting the student from completing that elective.

3. Scope

This Policy applies to all students, staff, and others associated with or contracted by the International Graduate Institute (IGI) responsible for assessments and courses.

4. Policy Principles

The principles that guide this Policy are:

- 4.1. Implementing a systematic approach to facilitate, evaluate, and certify the application and achievement of knowledge and skills to the standard of performance required in the workplace and align IGI's Graduate Attributes.
- 4.2. The assessment process includes the design, development, and implementation of assessment activities and the judgment and reporting of student performance outcomes.
- 4.3. Assessment activities are designed to be fair, inclusive, and equitable to guide and enhance student learning while providing all students with an opportunity to demonstrate their learning, regardless of delivery modes.
- 4.4. All assessments must be completed in English.
- 4.5. The assessment provides credible, meaningful, and timely feedback to students regarding their performance and achievement.
- 4.6. Student learning is assessed against learning outcomes and relevant performance standards through benchmarking and external referencing activities outlined in the IGI Benchmarking Policy.
- 4.7. Assessment tasks will be designed to develop students' awareness of and capacity for academic integrity.
- 4.8. Assessment is benchmarked through external review and moderated for continuous improvement purposes.
- 4.9. At the beginning of each study period, students will be provided with information about the assessment process, criteria, context, and the purpose of the assessment tasks.
- 4.10. Formative assessment will be used to provide students with progressive feedback on their learning to enable improved performance on current or subsequent tasks.
- 4.11. Summative assessment will progressively determine a student's knowledge and skill level. The student outcome achieved certifies the level of attainment achieved and is used as the basis for progression in a course.
- 4.12. Assessment must be fit-for-purpose, efficient, and comply with the assessment requirements specified in the Australian Qualifications Framework (AQF).

5. Assessment Design

The guidelines for IGI's assessment design are:

- 5.1 Assessments are standards-based with pre-determined criteria and standards that reflect learning outcomes at the appropriate AQF level. Students will be provided with the criteria and standards before commencing the assessment.
- 5.2 Assessments are mapped to demonstrate alignment with unit and course learning outcomes and the IGI Graduate Attributes, and the appropriate AQF level,
- 5.3 Assessments are authentic and, where appropriate, are based on real-life practices to ensure students are well prepared for employment in the designated field of study or further study.
- 5.4 Assessments engage students using various assessment types appropriate to the unit learning outcomes and aligned with industry and professional standards and expectations.

5.5 Assessments do not overburden students and will consistently reflect the learning outcomes through the allocation of weighting, size, timing, and level of difficulty. The indicative assessment guidelines presented in Schedule 1 ensure that assessment weightings are consistent throughout the course levels and for each unit. These guidelines are one of the tools used in the IGI moderation processes and practices.

- Number - for each unit, there will be a minimum of two assessment tasks and a maximum of four
- Wherever possible, an early assessment is scheduled in study week one to enable IGI to monitor students' engagement with the unit's content
- Timing - assessments will be scheduled throughout the study period
- Difficulty - the level of difficulty will be aligned with reasonable expectations based on the student's prior experience and learning outcomes and to reflect appropriate standards.

6. Group Assessment Design

6.1 Group assessments will be used as IGI believe it is essential for students to develop employability skills and achieve the IGI graduate attributes necessary for collaborating with other people. When a group assessment is required, the following principles are to be applied:

- Students are given an induction to group work at the beginning of the relevant study period. This induction will explain the following:
 - Why group work is being used in the unit.
 - How will the marks for group work be allocated to individual group members?
 - How will students be allocated to groups?
 - Roles, responsibilities, and expectations of group members.
 - How to manage group meetings and record group decisions, including how communication between group members will be managed, task allocation, and agreed timelines; and
 - How to manage, document, and resolve issues between group members.
- Except for the Capstone Project unit, the total weighting for any group work assessment tasks in a unit of study will not exceed 40% of the marks for the unit.

7. Assessment Feedback

7.1. Feedback to students will:

- be timely
- justify the mark awarded against the published criteria
- identify how the student(s) could have improved their mark
- where appropriate, provide advice on how the student can improve in their next assessment task, and
- if required, recommend additional academic learning support.

8. Assessment Information

Assessment information for each unit of study will be provided to students via the IGI Moodle platform at the beginning of each study period. The information will include the following:

- Assessment details
- Marking rubric identifying marking criteria
- Expectations and, where possible, exemplars of performance standards from previous students.

9. Assessment Quality Assurance

The following quality assurance processes will be implemented to ensure the integrity of assessments and continuous improvement of teaching, learning, and assessment practices. These processes, guided by the Dean, will involve the lecturers who deliver and assess the units of study and include:

9.1. Assessment Validation

Assessment practices will be reviewed for each course to evaluate the quality and determine appropriate actions for continuous improvement. The Annual Course Review Report will identify assessment activities for each unit and student outcome data and record changes to the unit made throughout the year. The Annual Course Review Report is presented to the Teaching, Learning, and Student Outcome Committee for review and then reported to the Academic Board.

9.2. Assessment Moderation

Assessment moderation practices will be implemented and managed by the Course Coordinator to ensure the quality of marks awarded and consistency across markers and locations. The responsibility for reviewing and monitoring assessments is delegated to the Academic Progression Committee, which will regularly review student performance, the judgements made, and the standard of student performance.

9.3. External Moderation

IGI will engage in external benchmarking forums within the higher education sector to ensure IGI's student outcomes are comparable with those of similar courses in the same field of study and AQF level. External benchmarking of various assessments across a range of units involving comparison of outcomes with similar programs offered by other institutions will be undertaken within the first year of course delivery. Findings will be reported to the Academic Board for their oversight and input.

10. Special Consideration

10.1 Eligibility

During their course of study, students may experience exceptional circumstances that impact their performance or ability to complete assessments by the due dates. Exceptional circumstances are those considered to be beyond the student's control and are unusual, uncommon, or abnormal. In such circumstances, a student may be eligible for a modified arrangement, which may include the following:

- An extension to the assessment due date
- Re-submission of an assessment
- Adjustment to assessment results or
- Other arrangements approved by the Dean.

A student seeking special consideration must submit a completed Application for Assessment Special Consideration to their unit lecturer, who will recommend the course of action to be taken.

10.2 Assessment: Extension

All applications for Assessment Special Consideration must be submitted at least two (2) working days before the assessment due date unless the student can provide evidence to determine that this was impossible. The extension granted for an extension will be based on the nature of the circumstances without giving the student an unfair advantage. The maximum assessment extension will be one (1) week unless extenuating circumstances determine otherwise. The Course Coordinator will approve all Assessment Extensions.

10.3 Adjustments to Assessment Results

If a student has already submitted an assessment and has been affected by exceptional circumstances detailed in Section 9.1 of this Policy, the Academic Progression Committee may decide to implement one of the following actions:

- Adjust the mark for the assessment in question, considering the student's overall performance within the course.
- Make no adjustment to the mark for the assessment in question.

10.4 Requesting an Assessment Review

A student may, if they consider that an assessment has been awarded an unfair mark, request a review from the Course Coordinator within five (5) days of the original mark being released. The request needs to include reasons why the student has deemed the assessment result does not reflect the marking criteria. The student will be notified beforehand that this process may result in the mark increasing, decreasing, or remaining the same.

If the Course Coordinator approves a remark, a second marker will be assigned to remark the assessment. The Course Coordinator will review the first and second markers and determine the final result to be awarded. The student will be notified. The student will not be allowed to have the assessment marked for the third time.

If the student is still dissatisfied with the mark awarded, they may appeal the decision, resulting in the Dean reviewing the remark as per the Complaints and Appeals Procedure, available via the IGI website.

If the Course Coordinator deems the request for a remark unwarranted, the original mark awarded will stand.

10.5 Requesting a Review of the Final Grade Awards

If a student considers their final unit grade inappropriate or unfair, they may request a review within five (5) working days of the grade being released. According to IGI's Complaints and Appeals Policy, a review must be requested from the Course Coordinator. The Policy is available via IGI's website. The review may result in either:

- The grade being adjusted, or
- No change was made to the final original unit grade.

If still dissatisfied, the student may appeal the decision under the Complaints and Appeals Policy, available via IGI's website.

10.6 Overdue Assessments

Any assessment submitted after the due date will be penalised without an approved extension. For each calendar day the assessment is submitted late, a penalty reduction of 5% per calendar day will be applied. A zero grade will be awarded if the assessment is submitted more than seven (7) calendar days after the due date.

10.7 Grading Matrix

The IGI Awarding of Grades Policy, available via IGI's website, provides the grading criteria that IGI uses for all courses.

11. Responsibilities

11.1 Student Responsibilities

All IGI students are expected to:

- a) Familiarise themselves with this Policy and all related assessment policies, procedures, and practices.
- b) Submit all assessments as required.
- c) Actively engage in all their learning activities in preparation for assessment tasks
- d) Maintain copies of all submitted assessments
- e) Adhere to examination rules and regulations
- f) Comply with the IGI Academic Integrity Policy available via IGI's website.

11.2 Academic Staff Responsibilities

11.2.1 It is the responsibility of the IGI Dean to ensure that all assessments, processes and practices, and delivery comply with this Policy and that all assessments align with the relevant course, unit learning outcomes, and graduate attributes.

11.2.2 It is the responsibility of all academic staff that:

- a) Assessment information provided to students is accurate, comprehensive, and complete.
- b) Assessment tasks are designed to mitigate the possible incidence of student academic misconduct
- c) Students at risk of poor academic performance are identified and informed of the available academic support services
- d) Students' work is accessed objectively against the set criteria in the marking rubric
- e) Constructive, meaningful, and timely feedback is provided to students to support them in developing and improving their performance in subsequent assessments.
- f) They regularly contribute to scheduled curriculum and assessment review processes and reflect on student outcomes regarding assessments.

11.3 External Reviewers

11.3.1 External reviewers are responsible for assessing the quality of assessment within a unit or course. Reviewers may be asked to comment specifically on the following:

- a) Course and unit learning outcomes and course mapping.
- b) Cohort data such as attrition, retention, and completion rates and how these impact assessments.
- c) Unit content and the link to disciplinary standards.
- d) Assessment design, rubrics, and grading.
- e) Feedback given on assessments.

12. Appeals

Any appeals concerning any decision taken concerning this Policy should be made under the relevant IGI Student Complaints and Appeals Policy, which can be accessed via IGI's website.

13. References

- Australian Qualifications Framework (2nd Edition)
- Higher Education Standards Framework (Threshold Standards) 2021

- The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (The National Code)
- Disability Discrimination Act 1992 (Cth)
- TEQSA's Glossary of Terms
- Western Sydney University's Assessment Policy
- TEQSA Guidance Notes: Course Design (including Learning Outcomes and Assessments)
- TEQSA Guidance Notes: Academic Quality Assurance
- TEQSA Guidance Notes: Diversity and Equity

14. Document History

Version	Date	Author	Reason	Sections
1.0	Jun 2022	PBL Education	New policy	All
1.1	Oct 2023	IGI	Rebrand and review	All

Schedule 1

Indicative Assessment Categories, Types, and Equivalencies							
Note:							
<ul style="list-style-type: none"> References and appendices will not be considered in the final word count. Group work with a weighting of over 25% must include an assessment of individual student contributions. Word count or volume always consider +/- 10%. Variations to the recommended weightings below must be presented to the Learning, Teaching, and Student Outcomes Committee and approved by the Dean. 							
Categories	Assessment type	LEVEL 100		LEVEL 200		LEVEL 300	
		Suggested Minimum Weighting	Suggested Minimum Word Count/ Volume	Suggested Minimum Weighting	Suggested Minimum Word Count/ Volume	Suggested Minimum Weighting	Suggested Minimum Word Count/Volume
Activity	Games / Simulations	25%	1000 words	25%	1500 words	25%	2000 words
	Role Play / Interview	25%	10-20 minutes	25%	10-20 minutes	25%	10-20 minutes
	Skills Application/ Practical	25%	Not applicable	5%	Not applicable	25%	Not applicable
Formal Written Assignment	Annotated Bibliography	25%	650 words	25%	900 words	25%	1500 words
	Literature Review	25%	650 words (2-3 sources)	25%	900 words (3-4 sources)	25%	1500 words (4-5 sources)
	Critique	25%	650 words	25%	900 words	25%	1500 words
	Essay	25%	650 words	25%	900 words	25%	1500 words
	Report (i.e., secondary research or placement)	25%	650 words	25%	900 words	25%	1200 words
Presentation	Poster Presentation	25%	500 words	25%	500 words	25%	500 words
	Presentation	25%	20 minutes	25%	20 minutes	25%	20 minutes
	Video presentation	25%	5 minutes	25%	10 minutes	25%	10 minutes
Project	Design Concept/ Project Plan/ Proposal / Research Proposal	25%	650 words	25%	900 words	25%	1500 words
	Design Project / Realisation	25%	1000 words	25%	1500 words	25%	2000 words
Reflections (several entries may form the total)	Discussion Forum / Blog	25%	650 words	25%	900 words	25%	1500 words
	Structured Reflections	25%	1000 words	25%	1200 words	25%	1500 words
	Journal Entries	25%	650 words	25%	900 words	25%	1500 words
Scenario analysis	Real-Life Problem Exercises	10-25%	Not applicable	15-35%	Not applicable	25-40%	Not applicable
	Case Study	25%	1000 words	25%	1500 words	25%	2000 words
Formal Test	Exam (open or closed book)	25%	50 minutes	25%	90 minutes	25%	120 minutes
	Quiz	15%	30 minutes	15%	30 minutes	15%	30 minutes

Key legend:

Colour indicates the suggested assessment type for 100 level
Colour indicates the suggested assessment type for 200 level
Colour indicates the suggested assessment type for 300 level