

ASSESSMENT POLICY

HIGHER EDUCATION

1. Purpose

This policy establishes the principles that underpin assessment practices at Proteus Technologies Pty Ltd (trading as Ikon Institute of Australia), including the design, conduct and evaluation of coursework assessments, to ensure academic quality and facilitate good practice.

2. Scope

This policy applies to all coursework assessment, including undergraduate, postgraduate and non-award (or single subject) courses where performance is being assessed. The policy applies to all students undertaking a subject of study and the staff responsible for designing, administering, or making decisions relating to coursework assessment.

3. Related Documents

This policy should be read in conjunction with the following institutional policies:

- Academic Integrity Policy
- Attendance Policy
- Student Academic Progress Policy
- Grievance & Appeals Policy

All policies associated with this document can be downloaded from the *Policies & Procedures* section of the institutional website at ikoninstitute.edu.au/policies-procedures/. Access for any associated forms have been identified within this policy document.

4. Definition & Key Terms

"Assessment" means the process of collecting evidence and making judgements on whether the prescribed learning outcomes for a subject have been achieved.

"Assessment Task" means a specific and discrete learning activity designed to collect evidence about a student's achievement of prescribed learning outcomes. Assessment tasks can be diagnostic, formative or summative, and include but not be limited to essays, presentations, group work, reports or final examinations.

"Due Date" means the set date and time by which an assessment task must be submitted as prescribed in the subject outline and assessment briefs.

"Learning Outcomes" means the knowledge and skills, and the ability to apply the knowledge and skills, that a student has acquired and is able to demonstrate as a result of their learning.

"Moderation" means a quality assurance process to ensure assessment is conducted with accuracy, consistency, transparency and fairness, and assessment and marking are valid, equitable and reliable.

"Subject Outline" means a formal academic document that details the prescribed learning outcomes and assessment tasks for a subject. Each subject has a subject outline which can be accessed via Moodle.

"Marking Rubric" means an evaluation tool that defines performance expectations for an assessment task, and measures attainment against a consistent set of criteria (known as a Marking Key in Moodle).

POLICY

5. Principles

- 5.1 Assessment is a transparent process undertaken with honesty and integrity by both students and staff to provide robust and fair judgements of student performance.
- 5.2 Assessment must be fair, inclusive and equitable for all students and cater for any disadvantages to a student that may result from disability, additional support needs or unforeseen circumstances.
- 5.3 Assessment strategies are standards-based to facilitate student-centred approaches to learning and to evidence the level of achievement of prescribed learning outcomes and graduate attributes.
- 5.4 Assessment strategies are designed to ensure the constructive alignment of assessment tasks with prescribed learning outcomes and the knowledge, skills and application appropriate to the qualification level criteria as specified in the Australian Qualifications Framework.
- 5.5 Assessment strategies will include a variety of assessment tasks which are authentic, engaging, meaningful and relevant, and supported by appropriate teaching and learning activities.
- 5.6 Assessment processes also facilitate course credit as a judgement of student performance in recognition of prior learning.
- 5.7 Assessment tasks are considered mandatory. Students must make a reasonable attempt in all assessment tasks to be eligible to complete the subject and achieve a combined result of at least 50% to pass the subject. Some subjects may require a minimum pass grade for the written task or examination to be eligible to pass the subject.
- 5.8 Students are provided with clear and transparent information on assessment expectations (purpose, task requirements, standards and assessment criteria) via the subject outline. Variations to assessment is only permitted to the extent that they are permitted under the course review and approval process.
- 5.9 Achievement is measured by referencing pre-determined and clearly articulated set assessment criteria called marking rubrics.
- 5.10 Student performance is recorded in the form of grades in relation to a set of agreed standards known as grade descriptors. These standards are applicable across all courses.
- 5.11 Assessment practices include constructive and timely feedback to provide students with a measure of progress against prescribed learning outcomes to reinforce learning and to assist in preparation for subsequent assessment tasks.
- 5.12 Assessment and grades will be moderated to ensure that judgements of student performance are consistent, transparent, reliable and valid.
- 5.13 Assessment practices and processes are monitored for quality assurance purposes and actions taken to improve quality and consistency of assessment as part of a process of continual improvement.
- 5.14 Students have the right to appeal a decision made in relation to an assessment or grade.
- 5.15 Assessment records are stored electronically in the Student Management System. Official certification and academic result files will be stored permanently to enable re-issue (if required).

6. Responsibilities & Authority Levels

Ikon Institute of Australia

- 6.1 The Academic Board is responsible for oversight of assessment design as part of the course development process and the approval, monitor and review of policies and procedures that govern assessment, academic integrity and misconduct.
- 6.2 The Dean, in conjunction with the Heads of Faculty, are responsible for monitoring and guiding the assessment practices of academic staff, including part-time and sessional staff, to ensure compliance with policy and timely processes are implemented, including:
- assessment strategies align with learning outcomes and include a range of formative and summative assessment tasks
 - assessment tasks are phased across the study period so students have sufficient time to absorb and make use of feedback for subsequent assessment tasks
 - academic staff are aware of their obligations in relation to assessment, are suitably experienced and can demonstrate assessment best practice
 - subject outlines provide clear and transparent information including details such as the types of assessment, instructions, length (words/duration), weighting, and submission timeframes at the commencement of the delivery period
 - reasonable adjustments and special consideration are granted to disadvantaged students to ensure equity where there is disability, additional support needs or extenuating circumstances
 - timely and constructive feedback is given to students on assessment tasks, marking and grades
 - appropriate validation and moderation activities are conducted to promote consistency and equivalency in assessment and marking standards across subjects, courses and campus locations
 - the efficacy of assessment strategies and processes are monitored and reviewed, and changes for improvement are validated, approved and implemented
- 6.3 Faculty staff are responsible for the fair, objective and consistent assessment of student performance and administration of assessment practices, including:
- designing appropriate assessment strategies to measure the achievement of learning outcomes
 - developing clear assessment criteria and standards against which the level of student performance in the assessment task to ensure fairness, consistency and equivalency
 - ensuring subject outlines contain clear, transparent and detailed information about assessment tasks, deadlines, word limits, weighting towards the final grade, and penalties for late submission
 - briefing students on assessment expectations at the commencement of the subject
 - considering and determining student requests for special consideration, including short extensions, for extenuating and unforeseen circumstances beyond the student's control
 - ensuring marking and assessment decisions are completed and formally recorded in the student management system within the prescribed two weeks of the submission due date
 - providing students with constructive and timely feedback that justifies the mark given against the set assessment criteria, and identifies what the student could have done to achieve a higher mark
 - reporting on student progress and assessment outcomes in an honest, clear, and objective manner, based only on relevant data, within the time frames prescribed by institutional policy
 - following institutional academic misconduct policy and procedure where there is suspected student cheating, collusion and/or plagiarism
 - record and store assessment results and grades electronically in the Student Management

Students

6.4 Students have a responsibility to:

- abide by assessment and related policies and procedures including the expectation of academic honesty and integrity, and their right to appeal a decision in relation to an assessment or grade
- actively engage with learning activities and resources to prepare for assessment tasks
- read subject outlines and be aware of the assessment tasks and what is being asked, due dates across the trimester for current study load, submission requirements and any hurdle requirements that must be met to pass each subject and maintain satisfactory academic progress
- seek clarification from lecturers if unclear about assessment tasks, expectations or marking criteria
- speak with the lecturer or Head of Faculty as soon as possible prior to, or at the beginning of, the trimester if reasonable adjustment is required to support inclusive participate assessment tasks and learning activities as a result of disability or additional support needs.
- make a reasonable attempt in all assessment tasks and submit each in compliance with requirements of the task and set due date as outlined in the subject outline, and any other documentation specific to the task (for example, assessment briefs, examination timetables etc.)
- seek assistance and advice from the lecturer if experiencing difficulties in meeting an assessment due date and a short extension is required due to illness or other extenuating circumstances
- apply for special consideration if experiencing serious difficulties in undertaking or completing an assessment task by due to extenuating circumstances
- practice academic honesty and integrity by avoiding plagiarism, collusion and cheating
- accept fair, constructive and timely feedback on assessment tasks including evaluation of performance and progress in a subject and/or within the course

7. Assessment Tasks

- 7.1 An assessment strategy is developed for each subject consisting of a series of formative and summative assessment tasks designed to measure knowledge, skills and application. The overall assessment strategy ensures assessment tasks align with the prescribed learning outcomes.
- 7.2 Formative assessment tasks are scheduled across the trimester to provide students with progressive feedback on their learning and performance. Summative assessment tasks are scheduled towards the end of the trimester to provide an overall assessment of a student's level of knowledge, skill and application against the prescribed learning outcomes.
- 7.3 Assessment tasks may include, but not be limited to, examinations, essays, presentations, reports, reflective journals, clinical practice reports, case studies, practical or simulation tasks, peer assessment and projects. They may also involve individual or group work. For group assessment tasks, it will be assumed that all group members have participated equally in the task unless arrangements have been made to notify the lecturer of participation levels.
- 7.4 Students are given detailed assessment information in assessment briefs and the subject outline which can be accessed via the Student Hub (Moodle) at least two weeks in advance of the commencement of trimester. Students must complete the assessment tasks and submit their work according to the instructions in the subject outline.
- 7.5 Students must make a reasonable attempt in all assessment events to be eligible to complete the subject and must achieve a combined result of at least 50% to pass the subject. Some subjects may require students to pass all assessment tasks, or a specific assessment task, to achieve an overall grade of Pass for the subject. These are identified in the subject outline.
- 7.6 Students are responsible for keeping a copy of all assessment work submitted for marking.

8. Reasonable Adjustment

- 8.1 Reasonable adjustments are measures or actions taken in order to provide substantive equality for students with a disability or additional support needs to ensure their active participation in teaching and learning activities including assessment.

9. Grade Descriptors

- 9.1 Grades indicate the level of student performance against assessment standards (grade descriptors).
- 9.2 Assessment tasks are marked against a set of assessment criteria to ensure consistency. Subject outlines and marking keys detail the criteria and standards that will be used to assess their performance and determine their mark and grade in an assessment task.
- 9.3 The results in each assessment task leads to a final grade as an indication of the overall performance of a student against the prescribed learning outcomes for the subject. Students receive a final mark for the subject as an aggregate of their performance across the series of assessment tasks set for the subject. A final mark is determined on a scale of 0-100 and assigned a respective grade as per the Higher Education Grade Descriptors.
- 9.4 The Higher Education Grade Descriptors are provided at Appendix A to this policy.
- 9.5 Final grades will be released to students after ratification by the Moderation and Review Panel. Final grades for each subject are recorded in the Student Management System and reported on the academic transcript.

10. Moderation

- 10.1 Moderation is the review of assessment decision-making to ensure consistency in grading, the maintenance of academic standards and equivalency across courses, campus locations and cohorts.
- 10.2 Moderation and Review Panels consider any anomalies in results, monitor marking variability and assure the reliability of the subject's assessment strategies. The Panel may decide to ratify the results, moderate the results or order a remark of an assessment task. Once all results have been ratified, these become the final results (or final grades) for the subject.

11. Publication of Final Results

- 11.1 Written notification is sent to students to advise when final results have been released. Final results are published via the Student Management System (Wisenet).
- 11.2 Students can view assessment grades via Moodle during the trimester however these are not the final grade. Appeals against final grades may only be made against the grade as recorded in Wisenet.

12. Record Keeping

- 12.1 Ikon will retain copies of completed student assessment tasks for a period of six months after the end of trimester. Ikon will retain copies of all examination papers, assessment briefs, marking keys and other assessment instructions for a period of two years after last use.
- 12.2 Records of assessment results are stored electronically in the Student Management System maintained by the Student Experience Team. Official academic records, including testamur, academic transcript and Australian Higher Education Graduation Statement, will be stored electronically in the Student Management System. These records will be held permanently.

PROCEDURE

13. Submitting Assessment Work

Submission Requirements

- 13.1 All assessment tasks have a description, weighting, expected submission format, set due date and set assessment criteria. This information is detailed in the subject outline and assessment briefs in the *Assignment Submission* section of each subject in the Moodle. Lecturers will also discuss submission expectations at subject commencement.
- 13.2 Assessments must be submitted electronically via Moodle with an Assessment Cover Sheet. Assessment submission will not be accepted via email.
- 13.3 Where an assessment task must be submitted in a format that does not allow for electronic submission, for example art-based assessment work, the submission requirements will be detailed in the subject outline. An Assessment Cover Sheet must be submitted electronically.
- 13.4 Written (text-based) assessment work must be submitted in word or PDF format. File size is limited to 5MB. Compressing file images will help to minimise file size.
- 13.5 Assessment work must be submitted by midnight (local time) on the set due date as specified in the subject outline (or the agreed extension date).
- 13.6 An assessment task is considered late when it is submitted after midnight of the set due date or the agreed extension date and late penalties may apply (see [Late Submission Penalties](#), [Requesting a Short Extension](#) and [Applying for Special Consideration](#)).
- 13.7 Students who re-enrol in a subject may not resubmit assessment work, or parts thereof, that were submitted for that subject as part of previous attempts or enrolments.

Assessment Cover Sheets

- 13.8 All assessments must be submitted with an Assessment Cover Sheet. Assessment Cover Sheets can be downloaded from the *Assignment Submission* section of each subject in the Moodle..
- 13.9 Students are responsible for completing and signing an Assessment Cover Sheet and signing the *Academic Honesty & Integrity Declaration* at Section C. Assessments submitted without a cover sheet or an unsigned cover sheet, may not be marked until the appropriate cover sheet is provided. The date of submission will be recorded as the date the assessment cover sheet was provided and penalties for late submission may apply (see [Late Submission Penalties](#)).
- 13.10 For group assessment work, the details for each group member must be provided and each group member must sign the *Academic Honesty & Integrity Declaration* at Section C. The work may not be marked until the signed declaration is provided. The submission date will be recorded as the date the declaration signed by all group members has been received and late penalties may apply.

Plagiarism Detection Software

- 13.11 Ikon uses Unicheck, plagiarism detection software, to check the originality of text-based work and identify cases of plagiarism, contract cheating or collusion. Unicheck highlights common text and provides a similarity score with other information sources via a Similarity Report as an outcome of the plagiarism check.
- 13.12 Resubmitted assessment work, from attempts during a previous subject enrolment, will be noted in the Similarity Report produced by Unicheck.

14. Examinations

Scheduling Examinations

- 14.1 Examinations scheduled during the trimester as a formative assessment task will be conducted as per the set time and date published in the subject outline. Final examinations are held in Exam Week (Week 13) as per the examination timetable published in the Student Hub (Moodle) in Week 8 of the trimester.

Attendance at Examinations

- 14.2 Attendance at examinations is compulsory. Failure to attend an examination with no satisfactory explanation will result in a mark of zero for the task and may result in a grade of Fail for the subject.
- 14.3 In the event of illness, or other extenuating circumstances, students should contact Student Experience on 1300 000 933 or email experience@ikon.edu.au before the examination commences.
- 14.4 Students who are ill on the day of an examination and are able to provide medical evidence to support illness may defer the examination or elect to attempt the examination, nonetheless. However, a student must declare diminished capacity as a result of illness to the Exam Invigilator before the commencement of the examination. Subsequent appeals on the grounds of diminished capacity will only be considered if diminished capacity was declared prior the examination commencing.
- 14.5 Students who miss an examination should submit an *Application for Special Consideration* within three calendar days of the examination date outlining the extenuating circumstances that prevented attendance at the examination as scheduled (see [Special Consideration](#) and [Applying for Special Consideration](#) for information about how to apply for special consideration for a missed assessment).
- 14.6 Incorrectly reading or misunderstanding the examination timetable will not be accepted as a reason for failure to attend an examination.

Admission to the Examination Room

- 14.7 Students are required to display their Student Identification Card for entry into the examination room. Student will not be admitted if they cannot produce a current and valid student identification card. Student Identification Cards must be face up on the desk for the duration of the examination. Contact the Student Experience Team to replace lost identification cards prior to the examination date.
- 14.8 On entering the examination room students, must go directly to their seats and follow all reasonable instructions of the Exam Invigilator. Students are not permitted to read or begin their exams until instructed to do so.
- 14.9 No student will be admitted to the examination room 30 minutes after examination commencement.

Materials in the Examination Room

- 14.10 Students may not be in possession of any books, notes, diagrams, programable calculators, dictionaries or electronic devices or materials other than those items which have been specified as permissible for the examination in the subject outline. Any items not listed as being permitted in the subject outline are considered a prohibited item.
- 14.11 Students must not borrow or lend equipment during the examination.
- 14.12 Students must ensure that any mobile or pager in their possession is switched off and placed under the examination table. Exam Invigilators will confiscate, for the period of the examination, any mobile or pager that is not switched off or causes disturbance in the examination room.

Reading Time

14.13 Ten minutes reading time is provided at the beginning of the examination. During reading time, writing is not permitted. If a student arrives late to an examination, they will not be permitted to enter the examination until reading time has ceased.

Examination Conduct

14.14 Students must obey all instructions given by an Exam Invigilator for proper conduct of the examination.

14.15 Students may not communicate with any persons except an Exam Invigilator during an examination. If a student needs to communicate with an Exam Invigilator, they must raise their hand and wait for the Invigilator to attend to them.

14.16 Examination misconduct is considered any improper means to obtain or endeavour to obtain assistance in participating or completing an examination; or give or endeavour to give assistance to another student to participate or complete an examination. This includes but is not limited to one or more of the following:

- being in possession of a prohibited item
- directly or indirectly give assistance to another student
- directly or indirectly accept assistance from another student
- permit another student to copy from or otherwise use their examination paper
- use any examination paper of another student
- copying or removing an examination paper

14.17 Talking, behaving in a disorderly manner or otherwise disrupting an examination is also considered examination misconduct and is subject to the penalties outlined in misconduct related policies,

14.18 Where a student is alleged to have participated in examination misconduct, the Examination Invigilator will submit a written report to the Head of Faculty and the allegation will be handled in accordance with misconduct related policies.

Leaving the Examination Room

14.19 Students who need to leave the examination room during an examination must notify the Exam Invigilator. Students will only be re-admitted if they have been under approved supervision during the full period of their absence.

14.20 Students who wish to leave the examination early will be permitted to do so after 50% of the total examination time has elapsed.

15. Emergency or Critical Incident during an In-Class Assessment

15.1 In the event of a fire alarm, or other emergency requiring evacuation, during an in-class assessment task or an examination, the assessment task will be suspended immediately and the room locked by the assessment supervisor on evacuation. All papers and personal effects must remain in the room.

15.2 The assessment supervisor will make the decision whether to resume the assessment following the 'all clear' to return to the classroom based on the circumstances of the emergency or incident. If the assessment is cancelled, the task will be declared invalid and an alternative assessment scheduled as soon as practical.

16. Special Consideration

- 16.1 Where compelling or extenuating circumstances have unfairly disadvantaged a student or had a significant adverse impact that prevented the student from submitting an assessment, sitting an examination or substantially affected their performance in an assessment, special consideration may be granted to enable the student to demonstrate their achievement of the prescribed learning outcomes.
- 16.2 Extenuating circumstances are generally short-term, unforeseen and beyond the control of the student such as medical reasons, hardship or trauma, or other compassionate reasons. Examples of extenuating circumstances include, but are not limited to:
- illness, injury or misadventure
 - bereavement of a close family member such as a parent, grandparent, sibling or child
 - major political upheaval or natural disaster requiring emergency travel
 - a traumatic experience such as an accident, crime or being a witness to these experiences
 - military service or jury service
 - severe disruption to domestic arrangements or homelessness
- 16.3 The outcome of special consideration may include granting an extension to the assessment due date, a deferred assessment, an alternative assessment or adjustment to an attendance result.
- 16.4 Applications for special consideration, including applications for a short extension, may only be submitted once per assessment task. Application does not guarantee the request will be granted.
- 16.5 During a period of extension, no other student will be given feedback on their submitted assessment.
- 16.6 Students affected by long-term circumstances such as a recurring medical condition should contact the Head of Faculty to discuss reasonable adjustments to support active participation in future assessment.

17. Requesting a Short Extension

- 17.1 If a student is experiencing circumstances beyond their control that will prevent them from submitting an assessment task on time, they may apply in advance for a short extension to the set due date. Students can only apply for a short extension once for per assessment task.
- 17.2 Short extensions between one and seven calendar days may be granted at the discretion of the lecturer. Longer extensions may be granted on the grounds of special consideration (see [Applying for Special Consideration](#)).
- 17.3 Students requesting a short extension should email their lecturer via Moodle at least three calendar days before the assessment due date. Applications for a short extension received one day prior to the set date will not be considered, unless exceptional circumstances such as hospitalisation made this impracticable.
- 17.4 An application for a short extension does not guarantee the request will be granted. Applications that are incomplete or not supported by sufficient evidence may not be accepted.
- 17.5 The lecturer will exercise judgement in determining whether extenuating circumstances exist and justify a short extension. The lecturer will advise the student of the decision in writing via email within two calendar days of the application date. Where a short extension has been granted, the lecturer will update the due date in Moodle. Where an application has been denied, the set due date will stand.
- 17.6 The lecturer will forward the application, supporting documentation and notice of decision to Student Experience for the student file within one calendar day of their decision.
- 17.7 Standard late penalties will apply for late submission without an approved short extension date or for submission past the agreed extension date.



NOTE FUTURE POLICY CHANGE

Short extensions will be reduced to between one and three calendar days

Effective: Trimester 1, 2021

18. Applying for Special Consideration

- 18.1 If a student is unable to undertake or complete an assessment due to extenuating circumstances, or circumstances beyond their control, they may be eligible for special consideration.
- 18.2 The outcome of special consideration ensures the student retains a fair and equitable opportunity to demonstrate the achievement of the prescribed learning outcomes and may include an extension of up to ten calendar days to the assessment due date, a deferred assessment, an alternative assessment task or an adjustment to an attendance result.
- 18.3 Grounds for special consideration are considered to be circumstances that were unforeseen and beyond control of the student, such as medical reasons, hardship or trauma, or other compassionate reasons for example, but not be limited to:
- serious medical condition, injury or misadventure
 - bereavement of a close family member such as a parent, grandparent, sibling or child
 - major political unrest or natural disaster that requires immediate travel
 - a traumatic experience such as an accident, crime or being a witness to these experiences
 - military service or jury service
 - severe disruption to domestic arrangements or homelessness
- 18.4 Special consideration will not be granted where it is reasonable to consider the circumstances could have been prevented, avoided or the effects minimised with reasonable diligence by the student, for example, but not limited to:
- public transport delays
 - personal events such as birthdays, weddings, christenings
 - minor ailments or illness
 - travel plans and holidays
 - balancing workloads from other subjects
 - information and communications technology problems
- 18.5 Students requesting special consideration for an assessment must lodge an *Application for Special Consideration* form clearly setting out the grounds for the request and attaching at least one or more of the following supporting documents as evidence to support the claim:
- medical certificate or letter from a medical professional (who is not a family member)
 - letter of support from a counsellor, lawyer or psychologist (who is not a family member)
 - death notice or death certificate and evidence of the family relationship
 - police report
 - letter from the Department of Defence, Justice or Emergency Services (or appropriate body)
 - statutory declaration from people relevant to the circumstances
- 18.6 Medical certificates and letters of support must include a specific statement that, in their professional opinion, the student is (or was) unable or unfit to complete the assessment as scheduled. The document must also meet the following criteria to be accepted:
- must be issued by a registered medical practitioner, counsellor, lawyer or psychologist
 - be signed, on official letterhead and include the provider, licence, registration number
 - provide reasonable detail about the circumstances and the impact on the student
 - state the length of time the student is unfit or unable to study and/or complete the assessment
 - include their contact details and the dates of consultation (and any other relevant activities)
- 18.7 All applications for special consideration will be dealt with confidentially. If the student does not feel comfortable discussing the specifics of their medical condition, the medical certificate or letter must outline the serious impact of the circumstances on the student's ability to study and undertake or complete the assessment but the specifics may remain confidential.
- 18.8 Students can only apply for special consideration once for per assessment task.

- 18.9 An *Application for Special Consideration*, completed in full and attaching the relevant supporting documentation, must be lodged with Student Experience via email to experience@ikon.edu.au. An *Application for Special Consideration* form can be downloaded from the *Policies & Procedures* section of the institutional website at ikoninstitute.edu.au/policies-procedures/. Applications that are incomplete may not be accepted.
- 18.10 Application should be made as early as possible but at least three calendar days prior to the assessment due date as specified in the subject outline. Where an application is being made outside three calendar days of the assessment due date, the application must include explanation for the delay in lodgement. Late applications will be assessed at the discretion of the Head of Faculty who will exercise judgement in determining where retrospective extenuating considerations may be appropriate.
- 18.11 Applications must clearly demonstrate that it meets the eligibility criteria as identified in the *Assessment Policy*. An application for special consideration does not guarantee the request will be granted. It is decided on the basis of the application and the evidence supplied.
- 18.12 Student Experience will exercise judgement in determining whether extenuating circumstances exist and justify special consideration. Ikon reserves the right to confirm the information provided as part of an application and may vary or reverse any decision regarding special consideration on the basis of incorrect or incomplete information. Where there is doubt, clarification will be sought from the Head of Faculty. Student Experience will advise the student of the decision in writing via email within two calendar days of the application submission date and update Moodle accordingly.
- 18.13 Where an application has been denied, the set due date will stand. Standard late penalties will apply for late submission without approved special consideration (see [Late Submission Penalties](#)).
- 18.14 Students have the right to appeal a decision for special consideration (see [Appealing an Assessment Decision](#)).
- 18.15 Where a request for special consideration is made by an international student and the decision to deny may affect their course progression or ability to complete their course in the duration recorded in their Confirmation of Enrolment (CoE), Ikon will not report any changes to the Department of Home Affairs until the closure of the appeals window or the appeals process, whichever comes first.
- 18.16 An application for special consideration must be genuine and made with good intent. Submitting a false or misleading application to gain academic advantage is considered an act of academic misconduct and is subject to disciplinary action under the misconduct policies.
- 18.17 The application, supporting documentation and notice of decision will be stored the student file.
- 18.18 Ikon reserves the right to apply 'blanket extensions' in the event a cohort of students are affected by extenuating circumstances due to the actions of Ikon or a third-party. These extensions will be applied in the event of extenuating circumstances where students are unable to undertake, complete or submit assessment work on time, for example a Moodle disruption or outage. Student Experience will advise impacted students via email and grant an extension appropriate to the circumstances.

19. Late Submission Penalties

- 19.1 An assessment task is considered late when it is not submitted by midnight of the due date or the agreed extension date. After midnight of the due date or agreed extension date, a late penalty of 5% of the total mark per day, up to a total of ten calendar days, will be applied.
- 19.2 Moodle will stop accepting late submissions eleven calendar days after the set due date or agreed extension date. Students who have not submitted ten calendar days after the set due date or agreed extension date will automatically receive a mark of zero and a grade of Fail for the task.



NOTE FUTURE POLICY CHANGE

Late penalty 5% of the total mark per day, up to a total of five calendar days. Students who have not submitted five calendar days of the set due day or extension date will receive a mark of zero.

Effective: Trimester 1, 2021

20. Reasonable Adjustment

- 20.1 Reasonable adjustments are measures or actions taken in order to provide substantive equality for students with a disability or additional need to support their active participation in teaching and learning activities including assessment tasks.
- 20.2 During the enrolment process, students who identify as having a disability or additional support needs are required to complete a 'Request for Reasonable Adjustment' form and attach relevant supporting documentation about the nature of the disability and the support required. A decision on any adjustment(s) will be made as a result of a consultative process according to the nature of the disability or need. Each student will be interviewed by the Head of Faculty and advice may be sought from professionals as to the nature of any adjustment required.
- 20.3 For more information on applying for reasonable adjustment, contact Student Experience via telephone 1300 000 933 or mailbox experience@ikon.edu.au.

21. Supplementary Assessment

- 21.1 Supplementary assessment provides students with an additional opportunity to demonstrate they have achieved the academic standard required for a grade of Pass in a subject where they have achieved a cumulative mark of between 45%-49%. The additional assessment allows the student to demonstrate a satisfactory level of fundamental knowledge, skills and application to meet the subject's prescribed learning outcomes.
- 21.2 Supplementary assessments may only be granted at the discretion of the Head of Faculty, after reviewing the student's academic results and study history. A student may only be awarded a Pass for a successful supplementary result.

22. Aegrotat Assessment & Posthumous Awards

- 22.1 Aegrotat assessment may be applied to any student who, due to extenuating circumstance, is severely impaired in the successful submission of assessment work to the extent they would be unable to complete the assessment strategy for a currently enrolled subject because of permanent disability or incapacitating injury or illness.
- 22.2 Aegrotat grades do not apply if, in the view of the Dean, the provisions of special consideration adequately cover the extenuating circumstances. The Head of Faculty may make a submission on behalf of the student to the Dean. The Dean must notify the Academic Board of the aegrotat grade decision and the rationale for the decision.
- 22.3 A Posthumous Coursework Award may be awarded to students who have died while enrolled in a course of study at Ikon. In awarding the posthumous award, Ikon acknowledges that but for their death, the student would have been expected to successfully completed their studies, or the exit point qualification. The Dean must notify the Academic Board of the posthumous award and the rationale for the decision.

23. Marking Assessments & Assessment Criteria

- 23.1 Ikon uses a criterion-based approach to marking and assessment decisions against set assessment criteria. Marking is conducted in accordance with the Marking Key (marking rubrics) provided as part of the assessment briefs available through Moodle.
- 23.2 Subject outlines, assessment tasks and marking keys are available to view in the *Assignment Submission* section of each subject in the Moodle. two weeks prior to the commencement of the trimester.

24. Moderation and Publication of Final Results

- 24.1 Assessment moderation is the review of assessment decision-making to ensure consistency in grading, the maintenance of academic standards and equivalency across courses, campus locations and cohorts.
- 24.2 Academic teaching staff must record assessment decisions in the student management system within two weeks of the submission due date. Academic Staff will report any issues in assessment processes and recommendations for ensuring consistency to the Heads of Faculty.
- 24.3 Student Experience will reconcile the Student Management System to ensure all students enrolled in the subject have received a grade or, where no grade has been provided, have received written explanation for why there no grade for that particular student.
- 24.4 Assessment results are forwarded to the Head of Faculty for review before being tabled at a meeting of the Moderation and Review Panel to consider any anomalies in results, monitor marker variability and assure the reliability of the subject assessment strategies.
- 24.5 The Moderation and Review Panel may decide to ratify the results, moderate the results or order a remark of an assessment task. Once all have results have been ratified, these become the final results.
- 24.6 Final results are uploaded into the Student Management System (Wisenet) and authorised for release to students. A representative of the Moderation and Review Panel will present its findings to the Academic Board at first meeting scheduled after the completion of the trimester.
- 24.7 All final results are made available to students via the Student Management System (Wisenet).

25. Appealing an Assessment Decision

- 25.1 Students may appeal an assessment result or grade in any subject (assessment decision). Appeals will be conducted in accordance with the institutional *Grievance and Appeals Policy*.
- 25.2 If a student is dissatisfied with an assessment result, in the first instance, the student should informally discuss their concern with their lecturer. Where an informal approach is not appropriate, or the student remains dissatisfied after discussions with the lecturer, the student may lodge an appeal within ten working days after receiving the assessment result.
- 25.3 An appeal will only be made against published assessment results or grades. An appeal cannot be made against informal marks or grades that have yet to be finalised and published.
- 25.4 An appeal can be made on one or more of the following grounds:
 - a) Evidence of bias, prejudice or a conflict of interest
 - b) Significant irregularity in the application of policy, procedure or calculation
 - c) Evidence of impaired performance in an assessment due to extenuating circumstances which the student was unable to disclose before the result or grade was finalised and published

- 25.5 An appeal based on the following grounds will not be considered:
- subject structure and assessment method
 - student workload or the amount of work the student has done
 - the financial implication of failing a subject
 - grades received by the student in other subjects
 - penalties imposed for academic dishonesty such as plagiarism.
- 25.6 An appeal can be initiated by lodging an 'Application for Appeal' with the Grievance Officer via mailbox appeals@ikon.edu.au. An 'Application for Appeal' can be downloaded from the Policies & Procedures section of the institutional website at ikoninstitute.edu.au/policies-procedures/.
- 25.7 Appeals must be lodged within ten working days of the published result or grade.
- 25.8 The application should provide sufficient information to assist with the investigation and hearing process and include references to relevant policy, assessment briefs and subject outlines and evidence to support any extenuating circumstances. The application should also include relevant supporting documentation as evidence to support the grounds for appeal.
- 25.9 Where an application is being made outside ten calendar days of the published result or grade, the application must include explanation for the delay in lodgement. Late applications will be assessed at the discretion of the Grievance Officer who will exercise judgement in determining whether retrospective extenuating considerations may be appropriate in accordance with Clause 8.3 of the *Grievance & Appeals Policy*.
- 25.10 Applications that are incomplete or not supported by sufficient evidence may not be accepted.
- 25.11 An Appeals Panel will consider the evidence presented and the facts contributing to the original assessment decision, to determine whether:
- assessment policy and/or process was fairly applied
 - a factual error was made in the calculation of a mark
 - the marks on which the grade is based were accurately recorded
- 25.12 The Appeals Panel will make their decision within five working days of the hearing and may:
- Confirm the original decision
 - Vary the original decision
 - Set aside the original decision and make a substitute decision
- 25.13 In all cases, the Appeals Panel Chair will provide a written communication (the Appeal Outcome Letter) to the student outlining the decision, reasons for the decision and the right to external appeal.
- 25.14 Submitting an appeal against an assessment result or grade to gain academic advantage is considered an act of academic misconduct and is subject to disciplinary action under the misconduct policies.
- 25.15 For more information on how to appeal an assessment result or grade, see the *Grievance & Appeals Policy* (Stage 3 Appeal Decision). The policy can be downloaded from the *Policies & Procedures* section of the institutional website at ikoninstitute.edu.au/policies-procedures/.

26. Publication

- 26.1 This policy is published and provided to students and staff via the *Policies & Procedures* section of the institutional website at ikoninstitute.edu.au/policies-procedures/

Policy Information & History

Policy Category	Academic, Assessment
Policy ID	AS001A
Approved by	Academic Board
Date of Approval	27 May 2020
Endorsed by	Teaching & Learning Committee
Date of Endorsement	-
Previous Versions	20 February 2017, 1 August 2014, 1 July 2011
Next Review Date	May 2023
Government Legislation	Tertiary Education Quality and Standards Agency Act 2011 Higher Education Standards Framework (Threshold Standards) 2015 Higher Education Support Act 2003
Responsible Officers	Dean

Sources: In developing the resolution framework, Ikon considered the following documents:

Tertiary Education Quality and Standards Agency (2019). *Guidance Note: Academic Quality Assurance*. Accessed via www.teqsa.gov.au/sites/default/files/guidance-note-academic-quality-assurance-v2-2-web.pdf?v=1581307473

Tertiary Education Quality and Standards Agency (2019). *Guidance Note: Academic Integrity* Accessed via www.teqsa.gov.au/sites/default/files/guidance-note-academic-integrity-v1-2-web.pdf?v=1581307285

Benchmarking: External referencing activities were conducted against comparable providers and best practice using publicly available information, including Western Sydney University, Victoria University, Griffith University, Kaplan Business School, Monash University, Think Group, Cairnmillar Institute, Canberra University and JMC Academy.

Appendix A

Higher Education Grading Descriptors

High Distinction	HD	85-100	High Distinction is awarded for work of outstanding quality in achieving all learning outcomes, together with outstanding integration and understanding of theory, and application of skills. Evidence of in-depth research, reading, analysis, original and creative thought is demonstrated. A consistent academic referencing system is used, and sources are appropriately acknowledged.
Distinction	D	75-84	Distinction is awarded for work of superior quality in achieving all learning outcomes, and a superior integration and understanding of theory, and application of skills. Evidence of in-depth research, reading, analysis, and evaluation is demonstrated. A consistent academic referencing system is used, and sources are appropriately acknowledged.
Credit	C	64-74	Credit is awarded for work showing a more than satisfactory achievement of all learning outcomes, and a more than adequate understanding of theory and application of skills. A consistent academic referencing system is used, and sources are appropriately acknowledged.
Pass	P	50-64	Pass is awarded for work showing a satisfactory achievement of all learning outcomes, and an adequate understanding of theory and application of skills. A consistent academic referencing system is used, and sources are appropriately acknowledged.
Ungraded Pass	UGP		Ungraded Pass is granted when a student can only pass or fail, for example when: a student is granted credit in a subject under the Recognition of Prior Learning process; in group work where the contribution of individual cannot be distinguished; or in compulsory field tours.
Fail	F	≤49	Fail is awarded if is student is unable to demonstrate satisfactory academic performance in the subject or has failed to complete required assessment points in accordance with the subject's required assessment points.
Conceded Pass	CP	45-49	Conceded Passes are only awarded if the result is the final subject before a student is eligible to graduate. The student must show the potential to satisfy the achievement of course learning outcomes and an understanding of theory and skill application.
Incomplete	I		Incomplete may be awarded in a variety of circumstances, that are currently affecting the recording of marks against the specified assessment criteria in a subject.
Withdrawn Fail	WDF		Withdrawn Fail refers to the withdrawal of the student from a subject, or an entire course, after the census date.
Withdrawn Not Fail	WDNF		Withdrawn Not Failed refers to the withdrawal of the student from a subject or course before the census date.
Subject Exemption	CE		Subject Exemption is awarded where credit or exemption is given to the student in recognition of an individual's formal and informal prior learning.