

Reassessment Policy and Procedures

1. Purpose

The purpose of this policy is to ensure that International Institute of Sydney Pty Ltd T/A Imperial Institute of Sydney (IIS) monitors and records assessment outcomes, especially when defining the process for re-assessment when a student receives a 'Not Yet Competent' in a specific unit of competency. It also establishes how post-assessment feedback, results and reassessment are planned and conducted.

This policy and its associated procedures comply with Outcome Standards for RTOs (Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, and 2.5), as well as Standard 11 of the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*.

2. Scope

The policy applies to all assessable units and courses delivered by International Institute of Sydney Pty Ltd T/A Imperial Institute of Sydney (IIS).

3. Definitions

- **Course** means a program of study comprising units of competency leading to a qualification or an award. Unit of Competency or Unit: A
- **Unit of Competency**, also generally referred to as a "unit", is a statement of a key function or role in a particular skill or knowledge area. It is made up of competency elements, performance criteria, a range of variables, and an evidence guide.
- **Assessment** means by which progress or achievement in a unit is evaluated. This can include assessment methods such as essays, examinations, projects, practical tasks, and tutorial participation
- **Submission** means when assessments are first handed in for marking/grading according to assessment requirements for each unit of competency.
- **Assessment Feedback** means feedback provided by the trainer/assessor to the students on their work
- **Resubmission** means when an assessment task is submitted again by the student for assessment after minor corrections/modifications approved and allowed by the trainer/assessor within an agreed time frame?
- **Reassessment** means students are required to repeat or redo their assessments
- **Repeat:** When the students are required to re-enrol in a unit of competency and attend all the scheduled classes and assessments in a subsequent academic term.
- **Standards** means the Standards for Registered Training Organisations (RTOs) 2025 from the VET Quality Framework.
- **Failing** a unit means being assessed as "Not Yet Competent" for a completed unit.

4. Legislative Context

- National Vocational Education and Training Regulator Act 2011 (Cth)
- Australian Qualifications Framework (AQF)
- Equal Opportunity Act 1995 (Vic)
- Human Rights and Equal Opportunity Commission Act 1986 (Cth)
- Disability Standards for Education 2005 (Cth)

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5. Policy

5.1 IIS assessment is designed and conducted in accordance with the VET Quality Framework and other relevant regulatory requirements. It aligns with the principles of assessment—validity, reliability, flexibility, and fairness. Assessment planning and implementation are guided by the Training Package assessment guidelines and the specific assessment criteria outlined in the unit descriptions for each unit of competency.

5.2 All assessments will be conducted by accredited Assessors who hold the Certificate IV in Training and Assessment from the TAE Training and Education Training Package or, as required, under specific guidelines from ASQA.

5.3 Trainers and assessors must also be able to demonstrate vocational competencies at least to the level of those being delivered and assessed. Vocational competencies must be current and may be demonstrated by relevant and current work history.

5.4 Formal agreement is obtained from both the student and the assessor that the assessment was carried out in accordance with agreed procedures.

5.5 Students are allowed to be reassessed if they have undertaken the assessments given and met the assessment requirements of the respective units of competency.

The student must pay a reassessment administration fee to cover the cost of employing a reassessment officer, as outlined in the Student Agreement.

However, students will not be required to pay the reassessment administration fee if they can provide evidence that compassionate or compelling circumstances prevented them from completing an assessment within the original scheduled period of the unit.

Compassionate or compelling circumstances may include, but are not limited to:

- Illness supported by a medical certificate
- Death in the family supported by a death certificate
- Serious social or physical disruption in the student’s home country requiring them to suspend their studies
- Other valid reasons substantiated through appropriate written evidence

6. Procedure

6.1 INFORMAL PROCEDURE

Assessment feedback: Trainers/assessors will provide assessment feedback to students via the available communication tools on the LMS and advise how they can improve their performance in the future.

All assessment tasks submitted through LMS will be assessed by the assessor. If not satisfactory, the assessor will send the work back to the student with constructive feedback and suggestions for improvements, including additional learning resources. If not completed after two attempts, the students will receive a “NYC” in the task(s) and be subject to reassessment (see below).

Also, no submission for the first and second attempts is considered as Not Yet Competent (NYC) which means the student failed to submit on the due date or on the required submission date as per the timetable calendar. This

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process avoids the delays and backlogs for completing the designed structured course calendar of the student. Reassessment fees may apply for reopening the portal of the unit.

6.2 FORMAL PROCEDURE

Reassessment: If a student is still deemed Not Yet Competent (NYC) after exhausting the above processes, they will need to go through the reassessment process. Reassessment is a formal process, and the student must apply for reassessment by filling out the Reassessment Form (see Appendix 1). Reassessment will occur only for those assessment tasks in which the student is deemed NYC.

Once the Student Services Team receives the Reassessment Form, it will be forwarded to the Academic Manager for review to determine whether the request qualifies for reassessment. The decision will consider the students' attendance record and overall course performance. If approved, the Academic Manager will set a completion timeframe, which must not extend beyond six months from the CoE end date. Please note that Trainers and Assessors will not provide any additional training support after the CoE end date.

If it still fails in the reassessment attempt, the student will need to repeat (re-sit) the unit.

Repeat (Re-sit): The student will need to repeat the unit(s), i.e., re-enrol in the unit if they are still "Not Yet Competency" (NYC) in a unit (or more) after the above post-assessment options; In this case, the student will also need to repeat the unit(s). Repeat may result in extension of course duration and may affect the student's original completion date of the course.

Students who are not able to complete their course within the prescribed course duration will need to apply for a course extension.

Students who are enrolled will need to pay the unit fee, pro-rated per unit based on the total course fee.

Once re-enrolled in the unit or course, the student will be subject to the same policy for reassessment.

The same process will be followed from filling out the Complaints and Appeals form up to attending the Intervention Strategy on campus.

7. Appeals

A student may appeal against a decision by writing to the Course Coordinator and/or Academic Manager within fourteen (14) days of publication of the final results.

If the appeal is in respect of an assessment or an outcome from the reassessment process, a review of available information/data is conducted within a reasonable timeframe by the Course Coordinator in consultation with the Academic Manager. The appellant will be allowed to formally present his/her case. This is designed to ensure fairness and consistency and underpins the continuous improvement process.

If the appeal is to dispute the outcome of a complaint other than an assessment, the appeal will be scheduled to be heard by an independent person or panel, inviting the appellant to formally present his/her case. Upon a decision being made, the appellant is provided with a written statement of the appeal outcomes, including reasons for the decision.

Students should also refer to the IIS Student Complaints and Appeals Policy available with Student Administration and online at www.iis.edu.au for further information and other relevant procedures.

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8. Responsibilities

The Academic Manager is responsible for the effective implementation and management of this policy, as well as the provision of information on ways to resolve complaints of breaches of this policy.

The CEO has overall responsibility for the implementation and review of this policy. Any complaints or breaches in relation to this document should be reported to the Chief Executive Officer in person or by email to info@iis.edu.au.

Intervention Strategy

IIS ensures that it identifies, notifies and assists students where there is evidence that the student is at risk of not meeting course progress and/or attendance requirements. IIS will provide support to students through an intervention strategy to ensure that students are attending classes and achieving satisfactory course progress.

For students at risk of not meeting course progress or attendance requirements, an individual intervention plan will be developed based on the appropriate intervention strategy identified. It will be documented on the Intervention Strategy form.

The Intervention Strategy form is a structured and consistent approach used to support students who are experiencing low attendance or unsatisfactory course progress. It provides a clear framework for identifying concerns early and implementing targeted actions to help students get back on track with their studies. By formalising the support process, the form ensures that both staff and students have a shared understanding of expectations and responsibilities.

Each intervention plan is developed using the SMART Action Plan framework—Specific, Measurable, Achievable, Relevant, and Time-bound. This means that every action outlined in the plan is clear and realistic, with defined outcomes and timelines. The plan must include key details such as the unit code, unit name, and specific due dates for assessments or required actions. This level of detail helps promote accountability, making it easier to monitor progress and measure improvement over time.

To ensure transparency and consistency, all intervention documentation and communication with students must include the following disclaimer:

“Failure to comply with the agreed due dates and conditions may lead to corresponding corrective action or sanctions. Please note that we are here to support your learning journey, and do not hesitate to reach out to any of us here in the college.”

This statement reinforces the importance of meeting agreed commitments while also highlighting the college’s supportive approach to helping students succeed.

An intervention plan/intervention strategy will include an interview with the RTO Training Manager or Student Support Officer, and it may include one or more of the following strategies (but not limited to):

- Attending counselling
- Attending extra classes
- English language support
- Reviewing learning materials with the student and providing information to students in a context that they can understand
- Providing extra time to complete tasks
- Providing access to supplementary or modified materials

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- Providing supplementary exercises to assist understanding
- Attending tutorial or study groups
- Receiving mentoring

IIS will:

- Undertake **an intervention strategy to assist** the student at risk of not meeting the course progress requirements in sufficient time for the students to achieve satisfactory course progress. This will be documented in the Intervention Strategy form.
- Inform the students of the intention to report to them and the reasons why IIS is reporting them.
- Inform the students about how they can access an internal complaints and appeals process.
- Advise the students on their external appeal rights.

Appendix 1

Reassessment Request Form	
Student First Name:	
Student Surname:	
Student ID:	
Qualification:	
Unit(s):	
Reason for Reassessment	
<i>Attach medical certificate, evidence of special consideration, or other supporting documents.</i>	
Supporting Information (if applicable)	
Student Declaration	
I request to be considered for reassessment in the above Unit(s). I understand that: <ul style="list-style-type: none"> • <i>Approval is subject to review by the Academic Manager.</i> • <i>The reassessment must be completed within the timeframe set.</i> • <i>No additional training support will be provided beyond the CoE end date.</i> 	

Student Signature:	
Date:	
For Office Use Only	
Date of Receipt:	
Received By:	
Assistant and/or Academic Manager Review	
Attendance record reviewed:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course performance reviewed:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Reassessment Approved:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Timeframe for Completion:	
Comments:	
A. / Academic Manager Name:	
Signature:	
Date:	