Assessment, Moderation and Student Progress Procedure

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Definitions:

Assessment: Is a process used to determine student’s achievement of expected learning outcomes and may include a range of written, oral and practical methods. It also includes gathering information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of educational experiences; and it culminates when assessment results are used to improve student learning.

Assessment criteria: Specific student learning outcomes that are expected to be demonstrated in any particular assessment task.

Course: A course or other set of units, units of study/competency or other defined work requirements, the completion of which makes the student eligible for the granting of an Award or other formal record of achievement by the EIT.

Equivalence: The underlying principle for credit transfer is the assessment of equivalence with due regard to the similarity or difference of the education processes involved (including processes of delivery, teaching methodology and assessment).

Moderation: A process of independent checking or verification by a properly qualified person or committee.

Modified Assessment: Modified assessment refers to an alteration of the nature of an assessment task or the manner in which it is undertaken in ways which maintain its integrity while ensuring that a
particular student is not unnecessarily disadvantaged by some significant condition which is not under his/her control. Such conditions might include disability, temporary illness/injury or religious/cultural practice.

**Performance Standard/Criteria:** A clearly articulated description of the level of attainment that acts as a stable reference point or recognised measure for the purposes of reaching a decision on the quality of a student’s work.

**Progression Rules:** Means the progression rates and progression requirements approved by the Academic Board.

**Special Consideration:** Special consideration provisions in these procedures may allow a student to apply for supplementary assessment or some other form of consideration including a conceded pass in situations where it can be demonstrated that assessment has been affected by some situation or circumstance beyond the student’s control.

**Term:** An EIT term = 12 weeks. These are sometimes loosely, and incorrectly, referred to as semesters but this is confusing because strictly a semester is a 6 months residential term. Term can also be referred to as ‘quarter’.

**Unit:** A unit of study, unit of competency, module or other similar component of a course that has an allocated identification code and is given a result which appears in a student’s record.

**Unsatisfactory Progress:** Where a student fails to meet defined required minimum standards for progression in a course or fails to comply with a valid conditional enrolment agreement or other requirement, progress may be deemed to be unsatisfactory. Information on minimum standards for progression in courses is contained in associated Procedures.

**Purpose:**

This Procedure outlines the steps taken as part of EIT's higher education assessment, student progress and moderation of each course. It gives guidance to the implementation, conduct and management of relevant processes and should be read together with the overarching policy.

**Scope:**

This Procedure applies to all staff undertaking teaching/assessment in the EIT’s higher education community, regardless of the tenure. It is related to other policies and procedures in the area of assessment of student progress in the EIT.

Key activities pertaining to assessment, student progress and moderation are:

- Assessment design
• Consistency of assessment
• Collection of data on student progress;
• Monitoring of that data, both individual student data and course
data, and indicate emerging trends in student performance.
• Moderation of assessment
• Reporting
• Student complaints

Related Documents: The following policies and procedures are related to this procedure:
• Assessment, Moderation and Student Progress Policy
• Admissions and Deferment Policy
• Teaching and Learning Plan
• Student Complaints, Grievances and Appeals Policy
• Student Complaints, Grievances and Appeals Procedure
• Course Assessment Guidelines

1. Committee/Personnel

The Dean will ensure that all course coordinators and staff teaching higher education
courses are suitably qualified for teaching and assessment, including moderation of
assessment. The Dean will also ensure that processes are in place to both assure the
quality of the assessment process for units and courses offered by EIT and support the
continuous improvement of assessment.

1.1 Academic Committees
The Academic Board has overall responsibility for all aspects of student assessment,
student progress and moderation of student assessment. The Terms of Reference of
the Academic Board outlines the responsibilities, activities; frequency of meetings.

The Dean will ensure that all student assessment, progress and moderation results
are reported to the Academic Board to consider the academic results for each
course.

Quality assurance is the responsibility of the Academic Board, and therefore it will
consider the overall outcomes relating to student performance in all units. Unit results
will not be finalised until approved by the Academic Board.

If there are concerns with any aspect of assessment, student progress or
moderation; an investigation and rectification of the issue must be made before
finalising results.

1.2 Staff
Given the size of EIT and the small number of students enrolled, teaching staff
communicate with the Course Coordinator and/or Dean to discuss assessment
throughout the term, as there is only one lecturer per unit, per cohort. The Deputy
Dean will hold meetings as required to discuss any inconsistencies in marking that
have been identified and report any findings to the Board of Studies at the next
meeting. The Board of Studies will discuss borderline assessment marks and grades;
participate in cross marking of some papers; discuss any issues that have been identified, and formulate recommendations to the Academic Board for approval of student grades. The parameters and process for the moderation process are detailed in the dedicated section in the Procedure.

2. Providing students with assessment requirements

Students will be informed about the expectations of assessment. Assessment tasks must align with learning outcomes which reflect the unit learning objectives and relevant graduate attributes, which should be provided to students at the beginning of the semester. They should fairly, validly and reliably measure student performance of intended learning outcomes and define and maintain academic standards.

A student will be allocated an attendance and participation mark for each unit.

The Participation mark will be specified in the course assessment guidelines.

Students must attend 70% or more of the webinars/tutorials and any other requirements to receive the full 5% attendance mark allocation for each unit.

If students do not meet the attendance or participation level at the required pass mark, then students will not pass the unit.

The total mark is to be transferred to the student’s record to contribute to overall marks for each unit for the term.

Assessments can include various component types. Those frequently used by EIT include:

- Participation in on-line, group seminars, workshops, laboratories and other teaching programs.
- Completion of assignments as set by the lecturer based on the content of the unit
- Examinations based on the content of the unit
- Completion of designs, reports and dissertations as required for the unit.

Assignments and webinars are designed to ensure that each student has understood the topics covered, and is ably prepared to apply this knowledge in the real world.

2.1 Grade Definitions

With regard to the awarding of grades, the following classifications and assessment guidelines are used for all assessment activities.

**Grade:** HD – High Distinction  
**Mark Range:** 85–100%  
**Description:** Excellent  
**Assessment Guidelines:**  
The student demonstrates ability to use the full range of learning resources consistently and correctly communicates using precise industry and technical
terminology and demonstrates critical judgement and sound reasoning to organise and evaluate in relation to the set task.

The student demonstrates a thorough understanding and application of a range of tools and theoretical applications, including an extensive understanding of the theory covered, an in-depth industry and technical knowledge of relevant drawings, diagrams and documentation that are relevant to industry practice and a capacity to accurately and logically apply relevant formulae and perform mathematical calculations.

**Grade:** D - Distinction  
**Mark Range:** 75–84%  
**Description:** Very Good  
**Assessment Guidelines:**  
The student manages their own learning using the full range of resources for the specific discipline with minimum guidance, communicates using specific industry and technical terminology and demonstrates a detailed understanding and application of a range of tools and theoretical applications.

The student demonstrates detailed industry and technical knowledge and understanding relevant to specific competencies, demonstrates an understanding of the theory covered as it applies to industry and has the capacity to analyse all elements of specific tasks within the topic, including a thorough understanding of drawings, diagrams and documentation and their importance in industry practice.

The student demonstrates capacity to organise and evaluate and logically and competently apply relevant formulae and perform mathematical calculations.

**Grade:** C - Credit  
**Mark Range:** 65–74%  
**Description:** Good  
**Assessment Guidelines:**  
The student manages learning using resources for the discipline, communicates using appropriate industry and technical terminology and demonstrates a sound understanding and application of the performance required in the use of a range of tools and theoretical applications.

The student demonstrates sound industry and technical knowledge and understanding relevant to specific competencies, demonstrates a basic understanding of relevant theory as it applies to industry, including a general understanding of drawings, diagrams and documentation and their relationships to industry practice and a capacity to analyse elements of specific tasks.

The student has the capacity to structure written responses in a descriptive manner, logically apply relevant formulae and perform mathematical calculations.
Grade: P – Pass  
Mark Range: 50–64%  
Description: Pass  
Assessment Guidelines:  
The student works within an appropriate ethos, can use and access a range of learning resources and communicates using basic industry and technical terminology.

The student demonstrates an understanding of the performance required in the use of a limited range of tools and theoretical applications, demonstrates basic industry and technical knowledge and understanding relevant to specific competencies and comprehends basic elements of specific tasks in the topic, including a general understanding of drawings, diagrams and documentation.

The student displays a limited understanding of the theory covered as it applies to industry, demonstrates a basic understanding of the application of formulae and mathematical calculations and structures written responses using unsupported generalisations.

Grade: F – Fail  
Mark Range: 0–49%  
Description: Fail  
Assessment Guidelines:  
The student accesses and uses and a limited range of learning resources, communicates using non-industry specific terms and demonstrates a superficial understanding of the performance required in the use of a limited range of tools and theoretical applications.

The student demonstrates limited technical and industry knowledge and understanding relevant to specific competencies, recounts elements of specific tasks in the topic and displays only an elementary understanding of the theory covered as it applies to the industry with a limited understanding of drawings, diagrams and documentation.

The student structures written responses using unsupported generalisations and irrelevant material, demonstrates only a limited ability to apply relevant formulae and perform mathematical calculations.

2.2 The requirements of all assessment activities  
Each unit will have learning outcomes that are informed by assessable tasks developed to measure student achievement of unit learning outcomes. The standards are developed by applying professional judgments about expected levels of student performance that can be benchmarked against acceptable levels of performance within the field of study.

The criteria and standards of performance should be developed for each assessment activity based on criteria published in the course unit outline and learning guide.
2.3 **The marking criteria and standards for each assessment activity**

Students will be advised in the Learning Guide how all final marks and grades are to be determined in accordance with EIT’s Assessment Guidelines set out above. With regard to grade disputation, if a student disputes the mark given, the student should submit a formal request for a remark to the lecturer. Another lecturer will be requested to mark the assessment and the new mark will apply (even if it is less than the original mark).

3. **Process**

3.1 **Assessment**

*Unit Outlines and Marking Guides*

Unit outlines and marking guides play an important role in the provision of quality teaching and learning. The unit outlines and marking guides contain details of unit rationales, learning outcomes, content, delivery and assessment. Further details such as mapping to learning outcomes, weighting and assessment details are also provided.

Assessment should not deviate from the outlines and guides, unless there are exceptional circumstances, such as a late change of staff, in which case, changes should be notified to students as soon as possible. Approval from the Dean should be sought in such circumstances.

All units must have Unit Outlines and Marking Guides, consistently formatted in accordance with EIT’s templates.

At the commencement of each EIT term (each 12 weeks), all unit outlines and guides are made available to students, and are made available on Moodle.

Prior to publication of unit outlines and guides, the Dean is responsible for checking that assessment tasks are:

- clearly defined and fair, and that students are given reasonable opportunities to demonstrate what they have learned.
- aligned with the planned learning outcomes.

Units are reviewed regularly by obtaining feedback from students on a regular basis. Each year, five out of eight units offered are surveyed to obtain feedback on all matters, including assessment. Annually, feedback is sought on the course. This feedback is used to inform changes to unit outlines to effect continuous improvement, within the 30% of change permitted by TEQSA before a material change application is required.

*Approval processes*

Changes to units must be approved by the Board of Studies and the Academic Board and the changes documented. Changes should be made to the Student Handbook and website, where relevant.
Significant changes may require a Material Change to be submitted to TEQSA for approval. A full review of units and courses is conducted for the renewal of course accreditation submission to TEQSA.

**Grades**
Graded assessment is used according to the levels listed in the table below, and as per the EIT’s Assessment Guidelines stated above.

<table>
<thead>
<tr>
<th>Notation</th>
<th>Grade definition</th>
<th>Percentage range</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD – High Distinction</td>
<td>Excellent</td>
<td>85%-100%</td>
</tr>
<tr>
<td>D - Distinction</td>
<td>Very good</td>
<td>75%-84%</td>
</tr>
<tr>
<td>C - Credit</td>
<td>Good</td>
<td>65%-74%</td>
</tr>
<tr>
<td>P - Pass</td>
<td>Pass</td>
<td>50%-64%</td>
</tr>
<tr>
<td>F - Fail</td>
<td>Fail</td>
<td>0%-49%</td>
</tr>
</tbody>
</table>

**Extensions, Special Consideration and Supplementary Assessments**
Applications for extensions, special consideration and supplementary assessments must be made on the relevant form and submitted by the due dates noted on the form. Applications should only be made in exceptional circumstances as outlined on each form, and usually at least 3 working days in advance of the assessment due date. Special consideration may be recommended by the E-Learning Manager, if the circumstances are considered to be outside of the control of the student. The student should make an application to the Course Coordinator and be aware that submission of an application does not constitute automatic approval, Students are encouraged to follow up with the Course Coordinator if a response is not received.

Approval of applications for extension of assessment (not examinations) may be made by the Course Coordinator (and the lecturer advised); other approvals are to be made by the Dean (particularly in complex situations that sit outside of the standard approval requirements), and will only be granted if the reasons are clearly outside the control of the student.
3.2 Supplementary assessments

The criteria for the awarding of supplementary assessments is that if a student has a unit mark of 45% to 49% (45≤ mark <50), then he or she may be allowed to sit a supplementary assessment to enable the student to pass the unit. The intention is to help a student who has genuinely put in effort, and would normally have passed but had an unexpected problem in completing the unit successfully.

Students should be notified promptly of the outcome of their application by email. If a student does not pass a unit, there is the potential for him/her to sit a supplementary assessment at his/her own expense, to achieve a pass. If the supplementary assessment is failed, then the student will be required to repeat the unit by re-enrolling and undertaking the study again. The student may apply to the Academic Board for approval to re-enroll in the unit, where they have failed, and repeat the entire unit, for a maximum of three units in the course.

Supplementary assessment may take the form of an examination, an assignment, an oral examination or any other appropriate assessment instrument within the particular discipline, with the proviso that the supplementary assessment task/s must be equivalent, though not necessarily identical, to the initial assessment task/s.

Students will be formally advised as soon as is practicable that they have been offered supplementary assessment and the form of the supplementary assessment task/s. If the supplementary assessment is an examination, a minimum of 5 working days notice will be given regarding the time and place of the examination. Where the supplementary assessment takes another form, the Deputy Dean/Course Coordinator will provide the assessment task information to the student including the required completion date as soon as possible. Students offered supplementary assessment will be awarded a maximum grade of pass.

However, the Academic Board would recommend counselling for the student immediately after the first supplementary assessment, to show a duty of care to find out why this has occurred. If the supplementary assessment is failed, then the student will be required to repeat the unit by re-enrolling and undertaking the study again.

Modified Assessment

Students will be allowed a modified assessment to provide equitable assessment practices for students with a disability or other circumstance that require a modification to assessment.

Examples of adjustments might include:
- The use of special equipment.
- The support of a scribe.
- The provision of a rest room.
- The provision of supervised break periods outside an examination venue.
- Variation in communication mode. For example, an oral process instead of a written one.
• Any modifications suggested as suitable for a particular student by a suitable or relevant authority (Disability Officer, relevant practitioner or community / religious leader (in the case of cultural / religious practice)

Students must provide a minimum of 3 weeks notice about their need for a modified assessment and submit it on the relevant form. Exceptions to this timeframe will be permitted if the student sustains an accident or similar circumstance outside of their control, where they need a modified assessment, and could not have given the required notice.

Errors in Published Results
If it is found after publication of results that an error has been made in the publishing or recording of a result, the error will be corrected as follows:

• Completing the relevant form to amend the published result so that it is consistent with the officially recorded results; or to amend the published result and the recorded result to amend the errors.
• The form will be sent for approval to amend the result via the Dean and the Board of Studies, together with evidence of the published result and the officially recorded result; or the published result and the erroneous recorded result.
• The published result and the recorded result (if relevant) will be amended after approval from the Academic Board and processed by the relevant area.
• The student will remain anonymous during the process, and will be notified in writing of the change of result, once it is finalized.

Student Notification
Students will be advised in the Learning Guide how all final marks and grades are to be determined in accordance with EIT’s assessment policies and procedures.

Submission due dates and submission requirements
All assignments must be submitted via Moodle by the due date. Students are to complete assignments in the format specified by the instructor, which is generally in Word, Excel etc. All documents should be clearly named to indicate their content unit name and code, the number of the specific assessment activity and the student’s own name, e.g. MEC1021_2_RobertGreen.doc.

Assignments sent as email attachments to any staff will not be accepted. All assignments should be submitted via Moodle. This is due to the unreliability of email and Moodle will keep a record of all student submissions.

Assessment components will be provided at set times, or require submission of work before set dates and times. Students are required to participate at the set times and submit the set work on or before the set dates and times. The outline for each course unit will indicate:

• The types of assessment for that course unit module and the marks allocated for each one.
• The requirements for submission or work, including the format and modes of submission.
For units that have an examination assessment component the student will be required to complete the participation and assignment assessment components as well as pass the set examination. A failure to be present or to meet a set date or time will result in a mark penalty.

- Late submission of assignments shall be penalised at the rate of 5% (of the full marks of the assignment) for each 24 hour period the submission is late.
- Submissions later than 7 days will be given a fail mark (unless an approved extension has been given).

Extensions to deadlines or deferral of assessment may be granted by the Course Coordinator for that unit providing:

- The Course Coordinator is satisfied that valid medical or personal reasons justify the extension of time.

The application for extension is in writing and submitted before the final submission deadline is reached.

**Timeframes**
Assessment procedures will allow students adequate time to complete each assessment activity, and be aligned to learning outcomes and scheduled activities of the course unit. Each course unit should include a sufficient amount of assessable activities in a range of formats to allow lecturers and students to monitor learning progress.

**Examinations**
Where examinations are included in the assessment for a course, information will be included in the academic calendar and at times specified in unit outlines provided to students prior to commencement of the course. Students should be notified of examination dates and times no less than 12 weeks prior to the event.

Students will be required to sit examinations via proctoring software or in an approved testing centre as outlined in the EIT “Examination Testing Centres” document.

Students will be required to present approved photo identification, driver’s licence or passport upon entry to the examination. Failure to provide suitable identification will result in denial of access to the examination.

*Restricted Open Book Examinations*
Where an examination is classified as ‘restricted open book’ students should be permitted to take into an examination limited materials as specified by the Course Coordinator. Examination supervisors should inspect materials to ensure that they comply with the examination requirements. Unauthorised materials should be removed from the student until after the examination has been completed.

*Open Book Examinations*
Where an examination is classified as ‘Open Book’ there will be no limitations on the written materials which are taken into the examination.
Internet Access and Electronic Devices
Due to increased risks of collaboration with undefined parties or resources external to the exam venue students should not be given access to the Internet during examinations. Electronic devices with Internet access such as handheld tablets, personal notebook computers or mobile telephones should not be permitted in the examination. Where access to calculators or electronic devices are required in an examination, specific details of permitted models and security measures will be detailed in the unit outlines and by the Course Coordinator prior to the examination date. Examination supervisors should inspect electronic devices to ensure that they comply with requirements. Unauthorized devices will be removed from students until after the examination.

Feedback to students
Feedback will be communicated in a number of ways including:
- Via Moodle, EIT’s Learning Management System (LMS)
- Model answers to questions
- Verbal comments from lecturers
- Written feedback from lecturers

The criteria and standards set for each assessment activity prior to the task being undertaken should allow the student to clearly see that assessments have been based on their performance against those criteria and standards, and provide an indication as to why they achieved a specific mark/grade and how they could have achieved a better mark/grade.

Feedback should be provided in a form that will allow students to review their learning progress and develop strategies for improving their learning outcomes and ensure that grade allocation is explained and understood in terms of the learning outcomes and the marking criteria for the assignment.

Student Appeals
Students appeals against individual assessment marks should initially be submitted in writing to the lecturer teaching the unit, or by an informal discussion between the lecturer and the student, and possibly the Deputy Dean or Course Coordinator. The members of staff involved should keep records of such discussions, including outcomes, for record keeping purposes.

If this does not resolve the issue, then the following formal processes should occur:
- the student should submit a formal request for a remark to the lecturer. Another lecturer will be requested to mark the assessment and the new mark will apply (even if it is less than the original mark).
- If this does not resolve the issue, then the student may continue to proceed in accordance with the Students Complaints, Grievances and Appeals Policy and Procedure.
3.3 **Moderation of Assessment**

The Academic Board is responsible for oversight of moderation of assessment. The Dean is responsible for ensuring that moderation processes are implemented.

Given that there are only a small number of students and there is only one lecturer per unit, a rationalized approach will be taken, as it will not be necessary to moderate the assessment of different lecturer’s assessment across a unit; but to moderate the outcomes of assessment against the unit outline assessment requirements, and across the cohort.

Each term, moderation activities will occur with the aim of achieving consistency of assessment outcomes. These activities will occur at the commencement and end of each term as a regular activity. Other activities may occur throughout the term if concerns are identified.

At the commencement of each term, the Deputy Dean and Course Coordinator will meet with teaching staff (at the Board of Studies meeting) to discuss the assessment expectations as stated in the unit outlines and the marking guides. Examples of students’ work from previous terms (except for the first year of offer) will be used as a basis for inducting staff and setting expectations about the quality of work to achieve the various grade levels.

If concerns are identified during the term, the Deputy Dean is responsible for initiating moderation discussions to investigate any concerns. Where it has been identified that systemic issues exists for a particular unit, then the Dean is responsible for devising a solution to the problem. The Dean must be satisfied that the solution will minimise the likelihood of the issue being repeated. The Dean must determine whether, for example, this may require a remark of all students’ work for the unit.

At each meeting of the Board of Studies an analysis of assessment marks and proposed grades will occur to ascertain if marking has occurred within the stated requirements in the unit outlines and marking guides. This meeting will also examine whether there are significant differences of grades for each student, as a means of determining the level of marking across units, to ensure that each lecturer is marking at a similar level. Borderline grades for a student will result in a separate blind marking by another lecturer to assist with determining the final grade. If a decision is not definitive from this process, the matter will be referred to the Academic Board for a decision.

A report will be prepared on the outcomes of the Board of Studies meeting and the recommendations, including each student’s grade, will be forwarded to the Academic Board for approval of grades, prior to publishing same to students.

As EIT delivers to each cohort, more data will be collected, which will enable further moderation across cohorts to occur. At the initial offering of the courses, there will be no previous assessment data to use, and as such, there will be more collaboration and discussion amongst staff regarding assessment, during the first year of offering the units and courses.
Where the Dean is of the opinion that alternative moderation procedures are required, or that these procedures are not practical, for example, due to low student numbers, then the Dean may substitute alternative procedures that are consistent with the Assessment, Moderation and Student Progress Policy, and still meet the aims of ensuring consistency of assessment outcomes. The Academic Board must be notified of these alternative procedures and given the opportunity to review and assess their effectiveness.

3.4 Student Progress

Students are required to make satisfactory academic progress before continuing to the next level of the course. Students must achieve the minimum requirements that are set out by EIT as the Academic Progress Rules. EIT will monitor progression via the collection of data and reporting progress to the Academic Board regarding each student’s progression through the course and completion of the course. The following will be monitored:

- Students have passed the number of units of study specified by EIT as the minimum for a defined period;
- Students have passed any compulsory or barrier unit/s of study, field or other professional experience as stipulated by EIT and approved by the Academic Board.
- Student attendance at compulsory teaching and assessment components of a unit of study;
- Failure of a student to pass a number of units of study set as the required target for that award course;
- Over-enrolment in an attempt to catch up on failed units of study;
- Significant negative variations in a student’s academic performance;
- Other progress requirements specific to the Faculty.

The Deputy Dean, Course Coordinator and teaching staff will have mechanisms in place to monitor and identify students who are not making satisfactory academic progress. Support and advice will be provided as soon as possible to give students the opportunity of successfully completing the unit and the course.

The monitoring of student’s progress and identification of students at risk is further detailed in the Students at Risk Policy.

4. Accountabilities

The Dean and Academic Board is responsible for review and approval of this policy.

Implementation is to be carried out by all academic teaching staff under the leadership of relevant Course Coordinators.

The policy is to be implemented via induction, regular biweekly staff meetings and training of staff and distribution to students and the EIT’s community via the website and other publications.
EIT will regularly seek feedback from students, staff and stakeholders on the effectiveness of this policy via evaluations of courses, teaching staff and other supports. Performance will be monitored against the following:

- Student retention rates
- Course pass/fail rates

After the first cohort has graduated, consideration should be given in the future to other metrics such as:

- Student progression
- Student satisfaction
- Graduate destination
- Employer satisfaction