



Swiss International
Institute Lausanne

STUDENT PROGRESSION ASSESSMENT POLICY

Swiss International Institute Lausanne - SIIL

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I INTRODUCTION

The Student Progression Assessment Policy is a detailed set of academic rules that explain what students must do to obtain the award for which they are registered.

1. General

The purpose of assessment is to enable students to demonstrate achievement of the outcome(s) within modules. Student performance in the assessment of modules contributing to their course of study is the major source of evidence used by Faculties Boards as well as by the Attestation Commission (Board of Examiners) in determining progression and recommendation for awards of the Institute.

1. The following Assessment Principles are used by SIII to comply with the EU quality Standards:
2. Assessment is valid in relation to its form, quantity, level, content and learning outcomes, whilst being practicable for both students and teaching staff in terms of the time needed for completion and marking;
3. Assessment promotes student learning by its nature and the provision of appropriate guidance and feedback on performance;
4. Assessment processes are explicit with all parts of the assessment process being made clear to all parties (students, teaching staff, and external examiners);
5. Assessment is reliable, consistent and reproducible in the judgements made. The processes are robust and staff engaged in them is appropriately trained;
6. Assessment processes are equitable and inclusive with all students being assessed fairly on their own individual merit and ability;
7. The management of assessment is just with clearly documented procedures to support this. Assessment is designed so that there is clear evidence that the artefact has been produced by the student;
8. The policy and processes of assessment are subject to regular monitoring and review.

Complying with student-centered approach SIII has also incorporated the following recommendations arisen from our student community:

- Formative assessment and feedback should be used throughout the course;
- Students should have access to face-to-face feedback at least once per semester;
- Receiving feedback should not be exclusive to certain forms of assessment;
- Feedback should be timely;
- Students should be provided with a variety of assessment methods;
- Students should be supported to critique their own work;
- Course introduction should include information on assessment practices and explanations on marking criteria

A student may only be assessed in modules for which they have registered.

A student may only be recommended for an award (degree) of the Institute where the student has registered on a course for a named award (degree). If a student withdraws or is excluded, the Attestation Commission (Board of Examiners) may recommend a student for any lesser award listed in the Course Specifications (if applicable). A student may not be registered for modules in an academic year with a combined credit value of greater than 120 credits unless the student is a full-time postgraduate student on a course where the requirement is to complete 180 credits within a calendar year.

This Student Progression Assessment Policy gives detailed regulatory advice concerning features that could potentially affect students during their life cycle at SIIIL. This document forms part of the student contract, and SIIIL students are bound by the current regulations in force. The Institute reserves the right to amend the current policy as it deems necessary.

2. Responsibilities

It is the responsibility of SIIIL within its procedures:

- to assess students fairly;
- to provide proper invigilation of examinations undertaken in SIIIL to publish the results of students' assessments as far as they relate to progression or awards (degrees) of the Institute;
- to investigate allegations of malpractice during assessment and act appropriately on the findings;
- to consider appeals against decisions of Teaching staff members, Attestation Commission (Board of Examiners) members;
- to design assessment tasks to minimise opportunities for plagiarism and ensure that students are provided with the knowledge and skills to enable good academic practice.

It is the responsibility of students to:

- undertake the learning activities specified for each module for which they are registered;
- attend examinations and submit assessments as required. If a student fails to do so, without good reason, the Module teacher will determine that the student has failed the assessments concerned;
- notify the Institute of any changes to their term-time or home address and contact details;
- check the student email notified to the SIIIL as current and used regularly. All SIIIL-related emails will be sent to this email address only;
- notify the Academic assistant of any special needs the student wishes provision to be made for in the assessment of any unit;
- provide to the Academic Assistant any information on personal circumstances that has prevented them from attending or submitting any assessment, failing which any appeal founded on those grounds may be rejected;

- undertake assessments honestly and in a manner that does not attempt to gain unfair advantage avowing all forms of AI use and plagiarism;
- follow the SIIIL procedures for academic integrity and misconduct.

II BEFORE ASSESSMENT

At, or before, the commencement of each module students receive via the Virtual Learning Environment (their personal account on SIIIL e-learning platform), within module study guides, the following:

- the outcome(s) of each module;
- the learning activities that students are expected to undertake in order to achieve the outcomes of the module;
- the nature of assessment(s);
- the final assessment of each module which the student must have attempted;
- details of when and how they might expect feedback on assessments;
- the contribution that each element of assessment makes to the overall assessment of the module outcomes;
- a statement of the grading criteria to be used for each assessment.

It is the responsibility of any student to read this information that available to them in their student account and require more information if needed from Academic Assistants.

Module leads provide opportunities for students to discuss the assessment criteria during information sessions as well as during webinars so that they have a good understanding of how these are being interpreted. Students will be informed as to what advice they may expect from their professor, whether their Module lead will view and comment on drafts, how many drafts their Module lead will view and whether this will affect their final mark. Students will be informed as to when the drafts may be submitted.

Module descriptions provide explicit details of the module assessments including the form of the assessments and which assessments count towards the module marks and their weighting. They make explicit how the learning outcomes and assessment(s) are linked through the module learning, teaching and assessment strategy.

The Faculty Deans shall ensure that the following information is made available to all students registered on courses or modules within their faculty:

- a) assessment requirements and regulations for courses of study;
- b) timetables for examinations;
- c) procedures for the release of marks or grades;
- d) the grounds and procedure for academic appeals;
- e) general rules for the conduct of examinations;
- f) procedures for informing the Institute of extenuating circumstances that may have affected a student's performance;

- g) procedures by which allegations of malpractice shall be considered;
- h) procedures by which complaints shall be investigated.

III ADJUSTMENTS FOR DISABLED STUDENTS

1. Process

A disabled person is legally defined as someone who has a physical or mental impairment which has a substantial, long term and adverse impact upon his or her ability to carry out day-to-day activities. Within the specific Institute context, 'day-to-day activities' are taken to include those normally encountered by a student accessing the learning, assessment and other services offered by SIIIL.

The Head of the Students Office in consultation with the Academic Office, is responsible for advising the Deans providing a module of any reasonable adjustments that should be made to ensure that a disabled student is able to undertake assessments without being placed at a substantial disadvantage in comparison to non-disabled students by virtue of the condition.

The exact nature of any reasonable adjustments shall be determined by the specific needs of the student but may involve adjustments to:

- a) Process of timed assessments - such as the provision of additional time, alternative formats and use of word processing packages and assistive technology.
- b) Nature of all assessments – such as the substitution of an alternative assessment method where the maintenance of the existing method will place the student at a substantial disadvantage and such substitution will not compromise the rigour and comparability of the assessment.
- c) It is the responsibility of the student to notify the SIIIL of the condition in a timely fashion to ensure that the appropriate adjustment can be considered prior to assessment. Such notification must normally be substantiated by the provision of appropriate medical or other evidence to the Academic Assistant before adjustments will be implemented.
- d) The exact nature of the adjustments arrived at will be agreed and confirmed with the student by Students Office.
- e) Brief details of the adjustments made must be reported to the appropriate Faculty Dean and the Study Programme Director.
- f) Exceptionally the Faculty Dean may consider that reasonable adjustments to assessments to avoid placing a student at a substantial disadvantage cannot be made because:
 - There is only one reliable assessment method.
 - There are explicit assessment criteria, based on particular outcomes that are core to the subject.

IV THE USE OF THE ANTIPLAGIARISM/AI DETECTION SOFTWARE

The use of antiplagiarism software is to be introduced to students at the start of their study programme. Each Study Programme employs the use of the software as part of the assessment strategy especially for the Bachelor/Master thesis assessments. Each Module lead can also require at any moment the use of antiplagiarism /AI detection software for the assessment of the coursework of any student.

Students will not be asked to submit originality reports with each assignment although they must retain electronic copies of all their assignments. Students can be asked for an originality report (or an electronic copy of their assignment where the intent is for a teaching staff member to generate the originality report), under a number of limited circumstances:

- as part of a random sample from a particular class or cohort;
- where the nature of the assignment is deemed to make collusion more likely;
- where the assignment constitutes a major piece of assessment; or
- where an assignment has been submitted that raises suspicions of plagiarism.

V RULES FOR THE CONDUCT OF EXAMINATIONS

1. General

SIL defines an examination as an assessment undertaken within a constrained period of time fixed in advance by the Academic Assistant, according to the instruction of the Academic Office, following a specified rubric of instruction, and conducted online. The student undertakes examination orally.

Examinations are conducted entirely in accordance with these rules. Students taking examinations elsewhere or in a different way will be notified at or before the start of the examination which, if any, of these rules do not apply.

Students must observe all instructions given by their Academic Assistant.

2. Entering and Leaving Online (Zoom) Examination Room

Students are not to be admitted to the zoom examination room more than fifteen minutes before the start of the examination.

No student may enter the zoom examination room after the start of the examination. No student may leave the examination room, other than for illness or other reason acceptable to the module lead. Students who leave the zoom examination room without the permission of a Module Lead or the Academic Assistant are deemed to have withdrawn from the examination, and will not be permitted to re-enter the zoom examination room.

No student shall start the examination until directed to do so by an Academic Assistant or the Executive secretary.

3. Behavior During Examinations

Students will be instructed prior to any examination which aids such as calculators or notes are permissible. Students will not be permitted to use their mobile telephone or smart watch (or other means of transmitting or receiving information in any form) as a calculator and a separate device must be used which cannot store text or other information that might unfairly be of use in the examination. A student who brings into the examination aids other than a type specified in the examination rubric commits an assessment offence.

In modules in which language proficiency is not being directly assessed, students whose first language is not the instruction language may, at the discretion of the Module lead, use a translation dictionary.

A Module lead who suspects that assessment offence has been committed by a student during an examination, shall announce it during the registered zoom examination session to be registered by the executive secretary on the student's file.

In the case of illness, students are required to notify the Academic Assistant.

VI MARKING AND FEEDBACK

1. General

The Faculty Dean ensures that all staff responsible for teaching and/or assessment are able to demonstrate good practice in assessment and providing feedback, before they are involved in any assessment practices.

The Faculty Dean is responsible for ensuring that systems are in place for mark verification and second marking. In particular:

- where there are multiple markers for the same assessment artefact, systems must be in place to ensure consistency and equality of marking.
- where the assessment piece is not a physical artefact e.g. presentations, oral assessments, performances.

Assessment and the performance of particular modules are assessed with marks from A to F, where A is the highest mark and F is the lowest. A mark of C or more indicates adequate performance.

The following scale of marks (grading system) is used to assess the adequacy of assessment and individual study achievements:

- A - indicates excellent performance;
- B - indicates very good performance;
- C - indicates good performance;
- D - indicates satisfactory performance;
- E - indicates less than satisfactory performance;

FX, F - indicates unsatisfactory performance (no credit: always include last date of attendance);
P - indicates Pass (A, B, C and D will automatically be replaced by «P» when the Pass/No Pass option has been requested);
NP - indicates No Pass (E, and F will automatically be replaced by «NP» when the Pass/No Pass option has been requested).

The awarding of marks also implies the awarding of ECTS credits.

The Institute does not require pass standards or thresholds of achievement in particular components of assessment.

Professional and Statutory Regulatory Bodies may require pass standards or thresholds of achievement in particular components of assessment. Where this has been agreed as part of the accreditation process, an exemption from the regulations need not be sought.

Students must be informed at the start of the module of the relevant pass standards or thresholds of achievement in particular components of assessment.

Any further variation must:

- have the specific approval of the Academic Council;
- be recorded on the approved module description;
- state clearly to which groups of students it shall apply.

2. Marking and Feedback

Except as provided within this policy, the Study Programme director is responsible for ensuring students are provided with feedback on all assessed work.

Feedback is provided for all forms of assessment, including examinations. It should provide an indication of the extent to which the work has met the assessment criteria and intended learning outcomes. The minimum requirements for summative feedback are:

- Major strengths of the work;
- Ways in which the mark could have been improved;
- Original mark and any penalties that have been applied (where appropriate).

The precise nature of the feedback will vary according to departmental procedures and custom and practice in the subject area. However, feedback is normally provided in the student's personal account. If oral feedback is used to supplement the written feedback, it may be delivered to individuals or to groups of students. Feedback on examinations may be given orally, the feedback for the coursework is written in the feedback area for the module assessment in the student personal account on mysiil.ch.

The Module lead makes feedback available within 10 working days of the submission date.

If feedback is unexpectedly delayed, the Module lead or the Academic Assistant must inform students of the reason(s) and the date on which they will receive the feedback.

VII MODULE ASSESSMENT BOARD

1. General

The Academic Council gives the function of the Module Assessment Board to the each Faculty Programme Board.

The function of the Module Assessment Board is to ensure that all assessments and marking schemes are approved by both the Module Lead and the Study Programme Director before the launch (or the launch after the review) of the Study Programme/module before they are given to students. The Module lead and the Study Programme Director scrutinise the assessment to ensure that it is of the appropriate level, matches the module descriptor and enables the relevant learning outcomes to be demonstrated.

Every year the Faculty Programme board in its function of the Module Assessment Board shall oversee the assessment of modules, confirm marks or grades and assign credit to students studying modules within its purview in accordance with approved module descriptions.

Faculty Programme Board in its function of the Module Assessment Board shall have due regard to academic standards and to the identified aims, objectives and learning outcomes of the module(s).

VIII ATTESTATION COMMISSION (BOARD OF EXAMINERS)

1. General

The Attestation Commission (Board of Examiners) gathers for the Bachelor/Master thesis defenses. The Board of Examiners is different for each faculty. The membership of the Faculty Board of Examiners is the following:

- Chair;
- Study Programme Directors;
- 2 representatives of the Faculty Teaching staff;
- 1 representative of the employers;
- 1 representative of the Students Office.

Each meeting of the Board of Examiners is registered by zoom session. The Meeting secretary prepares the Minutes with the details of the QA session for each student as

well as the assessment discussion of the Board and the decision on the assessment of each student for his/her thesis.

The assessment of the Bachelor/Master thesis includes the assessment of the thesis (written work) according to the required standards described in the Study Regulations; the assessment of the Thesis Directors and his/her written feedback, the assessment of the presentation and the QA session.

The Minutes include the final assessment decision and the awarded mark/grade as well as the decision to award a degree to the student.

IX REPEAT ASSESSMENT

Repeat Assessment has the following purposes for students who have failed modules:

- firstly, to give an opportunity to achieve the credit required to progress to the next stage of the award;
- secondly, at the final stage, to give an opportunity to achieve the credit required to become eligible for recommendation for the conferment of the final award.

A student may be allowed Repeat Assessment on one or more occasions.

The Module lead or the Study Programme Director may give a student the opportunity, or require the student, to undertake repeat assessment in a different module or modules, but the assessment of such modules will still accord with the provisions of Present Policy.

A student with Repeat Assessment cannot choose to repeat modules that have already been passed. The Module lead or the Study Programme Director cannot require that a student undertake Repeat Assessment of any module for which credit has previously been assigned.

Where a student undertakes Repeat Assessment, the following shall apply:

- the student must do so with attendance (to see all the recorded lectures, participate in all compulsory webinars);
- the student must attempt all the assessment components in the module description and no marks may be carried forward from any earlier attempt;
- the Module lead (or the Board of Examiners) shall award the student the full mark their assessment earns on merit if she or he passes a module after repeat assessment. That mark shall not be annotated on the transcript with the legend “Passed after Repeat Assessment”.

X ACADEMIC APPEALS

Academic Appeals refer to all appeals against decisions made by Module leads or the Boards of Examiners. A student who feels aggrieved over a formal academic assessment and/or its consequences is recommended in the first place to seek an interview with the Academic Assistant and the Module lead to clarify his/her position.

The only grounds on which an appeal will be considered are that:

- there had been a material and significant administrative error in the information received and considered; or
- that the assessments had not been conducted in accordance with the approved regulations for the course of study; or
- that some other material irregularity had occurred; or
- the student had been prevented from attending or submitting an assessment artefact by illness or other good cause that related to the student's personal circumstances, that she or he had been unable, for a sound and acceptable reason related to the circumstances themselves, to divulge before the deadline for extenuating circumstances;
- that the decision made by the Students Office was perverse by reference to the evidence supplied by the student.

Students have 30 working days from the date of the official communication in which to submit an appeal. Students may not question the academic judgement of the examiners and any requests based on such grounds alone will be dismissed.

Students can only request a remark under the following circumstances:

- there had been a material and significant administrative error;
- there had been a procedural irregularity in the assessment process.

If a student's request for a review is deemed to be invalid, the Academic Director shall write to the student giving clear reasons for turning down the request for review.

Should a student's request for a review of the mark be valid, the Faculty Dean shall arrange for the assessment artefact to be remarked by an appropriate academic member of staff. The final mark may be higher or lower than the original mark, or it may stay the same. There is no further right of appeal against the mark awarded.

Where the review identifies a problem affects other students on the same module, the Faculty Dean shall arrange for all assessment artefacts to be reviewed.

Due to their nature, certain forms of assessment, such as presentations, cannot be reviewed. However, if a valid case is made for a review of a mark, the Faculty Dean may suggest remedies.

There may be appeals against academic decisions that refer to matters and allegations which are, or which become, the subject of a formal student complaint. In such circumstances, the processing of the appeal will be resolved before the completion of the written report of findings and conclusions relating to the complaint.

Decisions taken by Students Office, the Study Programme Director, the Faculty Dean and the Academic Director may be appealed in writing to the Rectorate within 30 days, stating the reasons for the appeal.

Duly motivated appeals against decisions made by the Rectorate may be submitted to the Appeals Commission within 30 days of receipt of the decision.

XI ASSESSMENT OFFENCES

1. Definitions

Assessment offences are defined as below:

- failure to comply with any of the Study Regulations and the Student Progression Assessment Policy;
- any attempt to complete any assessment by means considered to be unfair;
- plagiarism or AI use, which the Institute defines as “the incorporation by a student in work for assessment of material which is not their own, in the sense that all or a substantial part of the work has been copied without any adequate attempt at attribution, or has been incorporated as if it were the student’s own when in fact it is wholly or substantially the work of another person or persons”. By ‘substantial’, SIIIL means large and significant sections of the work; by ‘adequate’, the SIIIL means accurate referencing in accordance with one of the SIIIL approved referencing conventions.

This includes, but is not limited to:

- paraphrasing material without appropriate acknowledgement and not in accordance with the Institute agreed referencing conventions (this includes computer language and programs, scientific experiments and visual images in addition to standard written text);
- collusion, where the assessment artefact is prepared by someone else and presented as your own work;
- purchase of essay/project/computer program;
- submission of essay/project/computer program written by someone else;
- submission of another student’s work with or without that student’s knowledge or consent;
- failure to provide an electronic copy of an assessment artefact when requested;
- the AI formulation of the assessed questions confirmed by the check on the antiplagiarism/AI use software.

2. Disciplinary procedures

Disciplinary action relating to an assessment offence against a student may be initiated by any member of the academic staff of the Institute. The process for disciplinary procedures is detailed in the Study Regulations for Bachelor and Master Programmes.

XII FURTHER INFORMATION

Specific queries on these terms and procedures and/or requests should be directed to the executive secretary (email: e.sadovskaya@siil.ch), who will progress as appropriate.

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