

ASSESSMENT POLICY

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| Approving authority | Academic Board |
| Purpose | This policy specifies the Assessment System for the Institute |
| Responsible Officer | Academic Dean |
| Next scheduled review | August 2021 |
| Document Location | http://www.oxford.edu.au/higher-education/policies-and-procedures/ |
| Associated documents | <ul style="list-style-type: none"> • Credit Transfer and Articulation Policy • Student Grievances and Appeals Policy and Procedure • Student Support and Services Policy and Procedure • Academic Integrity Policy and Procedure • Assessment Moderation Policy and Procedure • Work Integrated Learning (WIL) policy; • Conferral of Academic Qualifications Policy and Procedure • Student Code of Conduct Policy and Procedure |

1. PRINCIPLES

- 1.1 Ozford Institute of Higher Education's (hereafter referred to as "the Institute") approach to assessing the progress and achievement of students against course and unit learning outcomes must be of a high quality, effective, and acceptable to stakeholders including professional bodies and students.
- 1.2 The Institute places the highest possible value on academic integrity and undertakes its assessment in this context.
- 1.3 All assessment tasks are clearly aligned to learning as communicated in Course details and Unit Outlines and as expressed in the learning outcomes. Assessment tasks should be fair and consistently applied and set at a level consistent with the expectations of the relevant AQF level of the course and with the standards applying in Australian universities and higher education providers.
- 1.4 As assessment inevitably shapes the learning that occurs, what students learn and how they learn it, and must reflect the requirements of the unit. They are designed to ensure:
 - standards are protected;
 - students, particularly Aboriginal and Torres Strait Islanders, are treated equitably;
 - students have reasonable redress in cases where they feel that an injustice has occurred in relation to assessment;
 - results are promptly and accurately documented;
 - the quality of the units and courses is continually improved;
 - the effectiveness of the teaching process to facilitate continuous improvement;
 - lecturers are improving and promoting subsequent learning through feedback that is clear, informative, timely and relevant;
 - the formal certification of achievements for external audiences;
 - accountabilities to regulatory bodies, industry/employers and the wider community are met.

2. SCOPE

This policy applies to all assessments conducted by the Institute.

3. DEFINITIONS

3.1 *Assessment* is the process of forming a judgment on the quality and extent of student achievement or performance, and therefore by inference a judgment about the learning itself.

3.2 *Assessment system*: is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment.

3.3 *Assessors*: are persons who assess a learner's performance in accordance with AQF and consistent with the requirements specified in the unit profiles. Assessors have one AQF qualification level above the level of the unit that they are assessing.

3.4 *Academic Misconduct*: A breach of rules in relation to impeding the integrity of the assessment/examination and enabling unfair advantage or deceiving the assessor.

3.5 *Plagiarism*: Copying another's work without due care to appropriate referencing and acknowledgement of source.

3.6 *Moderation*: Moderation is the quality review of the assessment process. moderation involves checking that the assessment task/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the course and learning outcomes of the unit are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tasks, process and/or outcomes and acting upon such recommendations.

3.7 *Intervention Strategies*: A range of specialised teaching and learning strategies to facilitate learning for those students considered at risk.

4. POLICY

This is an overarching policy and consequently must be read in conjunction with the Academic Integrity Policy and the other policies listed in the Associated Documents part of this policy.

The purpose of this policy is to ensure that the Institute has an assessment system that meets the requirements of the AQF and HES threshold Standards for developing, conducting and moderating assessments.

This policy covers the planning, conducting and moderating assessments to ensure that the integrity of the AQF level of the registered course and to ensure that the academic standards of the Institute are maintained and safeguarded.

The Institute will ensure that all methods of assessment are consistent with the learning outcomes being assessed are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.

4.1. Learning and Teaching Quality Committee

The purpose of the Learning & Teaching and Quality Committee is to advise the Academic Board on measures to improve the quality of learning and teaching in the Institute. The LTQ Committee's role is to monitor and report on the quality assurance of and teaching and to ensure that the Institute's academic operations meet quality educational standards. The committee reports and makes recommendations to the Academic Board as appropriate on a range of learning and teaching matters.

4.2. School Assessment Committee

The School Assessment Committee is established by the Academic Dean to help:

- assure the quality of unit assessment items and the moderation processes undertaken within units;

- monitor the quality of assessment in units and courses by reviewing survey and feedback data collected from students and peers;
- identify units in which the assessment outcomes are unsatisfactory and providing advice to the Unit Convenor on actions to improve outcomes;
- monitor school processes to assure effective and efficient security of assessment submission, exam questions, exam papers and the safe return of assessment items;
- aggregate marks and recommend the award of grades;
- recommend the award of supplementary assessment;

The Academic Dean in consultation with the School Assessment Committee, confirms assessment results and authorise the timely communication of results to students. At the conclusion of each assessment period, the Academic Dean submits the results to Academic Board.

4.3. Learning and Assessment planning

The Institute ensures that planning for each unit, includes teaching, assessment and volume of learning, are consistent with the requirements of the AQF and accredited course requirements and enable each learner to meet the requirements of the unit in which they are enrolled.

The planning for each unit clearly shows the specific assessment requirements/tasks.

The Institute ensures that the learning and teaching resources available at the Institute support the assessment tasks of the units.

4.4. Reasonable Adjustment

The Institute has policies that include reasonable adjustment and access and equity principles. Reasonable adjustment will be provided for participants with special learning needs (such as a disability or learning difficulty) according to the nature of the learning need. Assessment can be adjusted to suit individual student needs if required and will be endorsed by the Head of Department, and student. Reasonable adjustments are made to ensure that the participant is not presented with artificial barriers to demonstrating achievement in the unit. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment. All students on commencement will review of current competencies including literacy and numeracy prior to commencement of the unit.

The learning needs identified from this review will form the basis of any adjustment to the teaching program and assessment strategies will be agreed with the student. Any adjustments will be recorded in the student file and will not compromise the academic standard.

4.5. Changes to Assessment Requirements

Any proposal to substantially alter the assessment requirements of a unit should be made prior to the next scheduled offering of the unit. The Head of Department will approve any redevelopment work and ensure that appropriate moderation occurs. If substantial alterations are proposed to the assessment requirements for more than 3 units of any unit the approval for redevelopment must be given by the HEP SubCommittee. Consequent to moderation of the new assessments the Head of Department has authority to implement the changes.

4.6. Advice to Students

The Institute provides students with the following information at the commencement of each unit:

- purpose and context of the assessment;
- method of assessment and evidence required of the relative weighting of assessment tasks;
- timelines for assessment, including dates by which the assessment is due;
- procedures for submitting assessments, such as completing and signing the assessment cover sheets;
- timelines for the return of assessments and feedback (tests, exams, portfolios, reports);
- expected attendance requirements;
- penalties for work submitted after the due date;
- relevant information on submission of assignments, such as typed, format, evidence required, examples;
- details of resources, equipment and materials which can be accessed;
- alternative approaches to assessment where applicable;
- advice to retain a copy of submitted work;
- re-assessment processes;
- policy statements in relation to Plagiarism and Academic Misconduct;
- academic integrity requirements.

4.7. Responsibility to advise late commencing students

Where a student enrolls in a unit after the commencement of teaching, or for whatever reason is not present when students are given information concerning the assessment requirements of the unit, then it is the lecturer's responsibility to supply the information listed in 4.6 to the student.

4.8. Change of Assessment Requirements during a Study Period

In exceptional circumstances, e.g. in a case of compromised integrity of assessments the Head of Department may approve a variation of detail in the assessment requirements of a unit, providing any such variation maintains the relationship between the assessment methods and the learning outcomes expected for the unit, and appropriate pre-use moderation has occurred.

Notification of the change to the assessment requirements must be provided to students in written form. In giving approval for the change, the Head of Department must be satisfied that students are not disadvantaged by the change or the timing of the change.

4.9 Awarding /Recording Grades -See Assessment grading policy

Students will receive feedback in relation to their assessments with reference to the criteria against which performance has been assessed.

Student results for units will be recorded using the following codes:

| Grade | Acronym | Percentage Range |
|------------------|---------|------------------|
| High Distinction | HD | 80-100 |
| Distinction | D | 70-77 |
| Credit | C | 60-67 |
| Pass | P | 50-57 |
| Fail | F | 0-49 |

A student who has been granted RPL or Credit transfer from another HEP awarded in a unit by another HEP will have their result fully recognised but it will be recorded in the Institute transcripts and other records as 'Exempt'.

4.10. Special Consideration

The Head of Department, on application from the student, may extend special consideration to a student in any unit and in respect of any assessment item.

Students may apply for special consideration on grounds of:

- compassionate and compelling reasons;
- serious disadvantage when the assessment item was attempted.

Where the student has been unable to attempt the assessment item, the student may apply for an extension of time.

Requests for special consideration must be made in writing and accompanied by appropriate documentary evidence. Requests must preferably be lodged with the Head of Department prior to the assessment due date, but in any event no later than three (3) working days after the date of assessment.

Special consideration may take the following form:

- no action;
- grant an extension of time to complete an assessment item;
- provide another assessment task. This may be an alternative assessment task or a replacement assessment task.

An alternative assessment task provides an opportunity for the student to demonstrate similar to those related to the original assessment task; for example, an oral examination may take the place of a written examination.

A replacement assessment task is one that resembles the original assessment item as closely as possible and will have been appropriately validated prior to use.

4.11 Supplementary assessments

Supplementary assessments may be granted to any student not achieving a pass result on the first attempt is short by a small margin. The purpose of re-assessment is to provide students with additional time for private study followed by the opportunity to demonstrate that the criteria for passing the unit has been met. Where a student has received a percentage score between 40% - 47% overall and has completed all assessment tasks, supplementary assessment may be granted to the student by the Academic Dean.

The supplementary assessment may take the form of written assignment, oral presentation and/or examination.

A student cannot request such supplementary assessment. Supplementary assessment is awarded by the Academic Dean on the advice of the School Assessment Committee.

Normally a student will not be granted more than 2 supplementary assessments during a course of study. The Academic Dean requires approval from the Academic Board to grant more than 2 supplementary assessments during a course of study.

If the student has not passed after the three assessments, the student will be required to re-enrol in the unit and pay the required fees

4.12 Submission of Assessment Items: Extensions and Penalties

Students are required to submit assessment items by the due date, as advised by the lecturer. Assessment items submitted after the due date will not be accepted unless an extension of time for submitting the item has been approved.

4.13 Requests for Extension

Requests for an extension of time to submit an assessment item must be made in writing to the lecturer. Where the request is made on medical grounds, a Medical Certificate is required.

A request for extension should be lodged at least one working day prior to the due date for the assessment item. A copy of the extension request should be attached to the assessment item when it is finally submitted/undertaken.

5 DEFERRED ASSESSMENT

Students may request deferred assessment if they are prevented from performing an assessment item, such as an examination, test, presentation, or other assessment activity scheduled for a particular date, on the grounds of compassionate and compelling reasons

Requests for deferred assessment must be made in writing and accompanied by appropriate documentary evidence. Requests for deferred assessment in respect of an assessment must be lodged at least one working day prior to the date pertinent to the assessment item.

Approval of Deferred Assessment

A request for deferred assessment will be considered by the Academic Dean who approves or rejects the request. An application for a deferred exam/test may be rejected if the Head of Department/Academic Dean has reason to believe the student is seeking to gain an unfair advantage through deferred assessment. This judgment may be based on the particular circumstances of the request, together with the student's academic record and history of deferred tests/exam requests.

Form of Deferred Assessment

Where a student is granted deferred assessment, this generally takes the form of a replacement assessment item or examination, in which case, the replacement assessment item should resemble, as closely as possible, the original assessment item or examination and will have been appropriately moderated prior to use.

Documentation required to Support a Request for Special Consideration, Extension or Deferred Assessment

Students applying for a deferred assessment, extension or special consideration on medical grounds, must submit a medical certificate, completed by a registered medical practitioner. The medical certificate must state:

1. the date on which the medical practitioner examined the student;
2. the severity and duration of the complaint;
3. the practitioner's opinion of the effect of the complaint on the student's ability to undertake the assessment item.

A statement that the student was “not fit for duty” or was suffering from “a medical condition” will not be accepted unless the information required in 1 and 2 and 3 above is included.

Students applying for a deferred assessment, extension or special consideration on other grounds must submit suitable documentary evidence, such as a funeral notice.

Students who feel their case has been wrongly assessed may appeal in writing against that decision, using the Complaints and Appeals process.

6 CONDUCT ASSESSMENTS

Lecturers will have and may exercise all such powers as are reasonably necessary to ensure the proper and efficient conduct of the assessments.

If lecturers detect student behaviour that could be construed as cheating or other misconduct they may, in the case of a test, ask the student concerned to move to another position or, in the event that the student is creating a disturbance, ask the student to desist. If the student fails to comply, the lecturer may require the student to leave the examination room. Immediately following the conclusion of the examination, the lecturer will make an incident report that includes evidence of alleged cheating or other misconduct to the Academic Dean who then takes action according to the Student Code of Conduct Policy and Procedures.

Resource Material in Tests

Students may, under certain conditions, be permitted to use resource materials during an assessment, such as dictionaries, including English-foreign language dictionaries and electronic dictionaries, calculators, text books, reference books, student notes.

The lecturer is required to specify the resource materials that will be permitted in any examination. This information must be advised to students prior to the assessment /examination and must also be provided to students in the examination room.

A discrepancy between the information on permissible resource materials that has been conveyed to students prior to the examination and in the examination is grounds for appeal by students.

It is the responsibility of the lecturer to ensure that the materials brought in to the examination room by students conform to the specifications of permissible resource materials. This may be done prior to the examination or during the examination.

Notwithstanding the requirements of this section, special arrangements may be made for students with disabilities or other identified needs.

7 NOTIFICATION OF RESULTS

Following approval and entering of results, students are notified of their results by a formal result or Academic Transcript at the end of each period of study.

Records of results and award certificates will only be issued if the student has paid all outstanding fees.

8 APPEALS AGAINST ASSESSMENT *See Academic Appeals policy*

Students are encouraged to discuss with lecturers their performance in assessment items during a unit. Where a student believes that an error has been made or an unfair assessment has taken place in respect of the mark awarded, the student may request a review. This request must:

- be made in writing using the appropriate pro forma;
- state the grounds for the review request;
- be lodged within 14 working days of the date on which the result was received by the student.

All requests will be dealt with by the Head of Department, who will seek the advice of the relevant lecturer. Students will be notified in writing within seven (7) working days of the outcome of the requested review.

A student who is dissatisfied with the outcome of the review may lodge a formal complaint through the Student Complaints and Appeals process.

9 RETENTION OF ASSESSMENT MATERIALS

The Institute will retain copies of all assignments, examination booklets and other assessment materials for a period of 2 years post the completion date of the unit. Specifically the Institute keeps the following information in relation to each unit:

- a copy of all assessment tasks, including tests, assignments, role plays, projects etc. provided to students for the unit;
- a copy of any workplace log or workbook required to be used by students to satisfy WIL requirements;
- a copy of any moderation reports for the unit;
- identification of the people involved in delivery and assessment of the unit.

10 RESPONSIBILITIES OF LECTURERS

- Lecturers are responsible for conveying to students clear advice about the aims and objectives of the unit, the assessment requirements, the relationship between the assessment methods and the expected learning outcomes, and the criteria against which individual assessment items are judged.
- Lecturers are required to determine whether all assessment tasks have been appropriately completed and accurately and completely assess consistent with the established criteria used for judging the quality of performance.
- In the case of student's written work to also undertake and indicate integrity tests undertaken such as 'Turn it In'.
- Lecturers are required to provide written feedback to students on their performance in assessment items conducted during the semester. Lecturers should give guidance to students and comment on work presented for assessment during the semester by written comments or other suitable means. Lecturers should be prepared to discuss with students their performance regarding an examination.
- Lecturers are required to submit assessment documentation to the Head of Department within the specified time frame
- Lecturers are required to participate in relevant moderation activities.

11 RESPONSIBILITIES OF STUDENTS

- Students have a responsibility to ensure that they have a clear understanding about the purpose of each unit in the course, the assessment requirements, the relationship between the assessment methods and the expected learning outcomes, and the criteria against which individual assessment items are to be judged.
- Students have to ensure that all required assessment tasks have been appropriately completed consistent with the established criteria used for judging the quality of performance and are submitted or undertaken by the specified time.
- Students have a responsibility to ensure that all assessments are their own work, have not been plagiarised or otherwise produced by cheating, copying or collusion.
 - In the case of written assessments students have to

- Submit the work with the designated cover sheet
- Declare that the work is authentic (own work) namely:
 - is free from plagiarism;
 - has not been copied or otherwise undertaken by colluding with others;
 - has not been produced by cheating.
- Retain any receipt given by the lecturer for submitted assessments
- Students have a responsibility to ensure that they understand the written feedback provided by lecturers on their performance in assessment tasks conducted during the semester.
- Students have a responsibility to attend any meetings called to discuss their academic performance and to abide by any intervention strategies that have been mutually agreed with the lecturer.

12 RPL

For RPL for each unit:

- the student is informed prior to enrolment and at induction that if they have relevant prior learning then they may be eligible for RPL;
- the student has to identify the units(s) for which they want to have recognition using the RPL application form;
- the student discusses this with the nominated lecturer/RPL assessor who will provide the student with information about the types of evidence that can be used to support an RPL application;
- the student RPL application form is completed and forwarded to the Head of Student Services and Administration together with the required fee;
- the student will be provided with details of course and unit learning outcomes and assessment requirements from the unit profile;
- the student has to state, in general terms, the basis of their claim for RPL;
- the student has to provide evidence consistent with the course and learning outcomes specified in the Unit profile;
- if the evidence provided does not satisfactorily meet these requirements then the student is advised that the application for RPL is unsuccessful;
- if the evidence provided generally meets the Course and Learning outcomes then the student is interviewed by the nominated lecturer/RPL assessor;
- as a result of this interview the student may be granted RPL or where the evidence provided does not fully demonstrate expected requirements the student may be requested to undertake additional assessment, consistent with the assessments provided to students undertaking the unit;
- when the nominated lecturer/RPL assessor is satisfied that the student has met all requirements of the unit RPL is granted;
- the student is advised in writing and acknowledges the RPL in writing;
- RPL application documentation, assessment processes and outcomes are placed in the student file;
- granting of RPL is recorded as a CT result in the unit outcome in the students file;
- students may use the appeal procedures if dissatisfied with the outcome of their RPL applications;
- after any RPL is granted the student's record and file is amended accordingly - (for international students DHA via PRISMS will be notified if the success of RPL results in the period of study being shortened and a new CoE issued);
- any RPL granted will be validated within the assessment moderation process of the Institute.

13 RESPONSIBILITIES OF THE HEAD OF DEPARTMENT

The Head of Department is responsible for:

- scrutinising a sample of student assessments that have been marked by lecturers prior to storage;
- consulting relevant lecturers regarding any queries concerning their marking;
- approving the awarding of the assessment grade or for supplementary assessment;
- determining the outcome of applications from students for special consideration and deferred assessment;
- dealing with allegations of cheating and plagiarism;
- determining the recipients of prizes and awards;
- monitoring the outcome of assessment processes;
- identifying units in which the outcomes are unsatisfactory and providing advice to lecturers on actions to improve assessment outcomes;
- providing advice to lecturers on the basis of assessment performance indicators about the need to review program structure;
- appointing an alternative lecturer from within the Institute to provide advice to the CEO regarding the assessment of a particular student or unit;
- advising the Academic Dean on appeals from students against decisions in response to applications for special consideration and deferred assessment;
- assessment moderation.

14 PLANNING AND DESIGNING ASSESSMENT REQUIREMENTS

Assessment will be planned and co-ordinated according to ensure quality management and consistency with the relevant teaching packages and to satisfy the principles of assessment.

For each unit the Institute will have:

- clear advice to students as to how the unit(s) will be assessed;
- assessment tasks for the unit(s) that are consistent with and meet the requirements of the unit(s);
- a mapping of each assessment task against the Course and Unit Learning Outcomes for the unit;
- a clear set of assessment criteria/model answers for each assessment task;
- an assessment record sheet for each assessment task;
- an overall assessment record sheet for the unit to show achievement of the participant against each of the specified assessment tasks, signed by the assessor;
- a schedule for pre and post use moderation.

Assessment tasks will be developed consistent with the relevant course and unit learning outcomes and the assessment requirements for the unit. Factors to be taken into account include cultural sensitivities, whether the student cohort includes Aboriginal or Torres Strait island students, environmental and sustainability as indicated in the strategic Business plan of the Institute, special needs and flexible approaches to delivery and assessment.

Assessment requirements for a unit may include, but are not limited to, tasks of the following types: assignments, portfolio of evidence, essays, student presentations, reviews, practical reports, written examinations/tests, open book examinations, group assessment, computer based assessment, oral tests, class quizzes, role plays, short answer tests, experiential activities, simulations, clinical experiences, multiple choice tests, practical exercises, presentations, workplace observations, and other assessment strategies.

The assessment requirements for each unit will be moderated prior to use to ensure that there is a strong relationship between the teaching strategies, the learning outcomes expected, and the assessment requirements. (*See assessment moderation policy*)

15 DEALING WITH LOST ASSESSMENT ITEMS

All staff who, through their involvement in the assessment process, handle student assessment items, are required to exercise due diligence in handling these items to ensure that items are not lost or damaged. In spite of proper care being taken, nevertheless, there may be instances where a student's assessment item is unable to be located.

Students are required to keep a copy of assignments, reports, etc. before they lodge the item for assessment. Where assignments are lodged with the lecturer, the assignment is accompanied by a cover sheet, which is stamped to indicate the date and time of receipt. A receipt may be provided to the student if the assignment is lodged during business hours or if a stamped addressed receipt is included with the assignment.

Where there are reasonable grounds to believe that the assessment item was submitted correctly but the lecturer is unable to locate the item and no copy is available, the lecturer should take appropriate remedial action depending on the specific circumstances of the case.

In all instances, the lecturer is required to advise the Head of Department of the problem and the proposed remedial action.

Where there are no reasonable grounds to believe that the assessment item was submitted correctly, the lecturer may make representation to the Head of Department seeking approval for the student to be given an opportunity to re-submit the work.

In each case, the lecturer is required to inform the student of the problem and the remedial action that has been taken. The student may lodge an appeal against the particular action through the Complaints and Appeals process. A possible outcome of an appeal may be that the student is required to re-submit the assessment item or undertake another examination.

16 STUDENTS AT RISK

'At Risk' in this section applies to those students who either are not meeting the requirements of the unit or for whom a staff member has deemed that the student is unlikely to meet the requirements of the unit. Students considered 'at risk' would normally fall within one (or more) of the following sub-sections.

Following such informal assessments of a student's performance in a unit and the effectiveness of the various intervention measures pursued by the staff and the student, the academic progress of a student may be considered unsatisfactory, and therefore 'at risk' if:

- a) the student does not successfully complete or demonstrate in at least 50% or more of the scheduled units in any defined study period;
- b) the student fails a unit/module/ and/or has been given a fail assessment for the third time and is thereby deemed by the relevant staff member to be unlikely to progress through the remainder of the unit at a satisfactory level of attainment.

'At risk' may also include the following:

- (c) in a situation where a student has withdrawn (or has been withdrawn) from the same unit on more than two occasions such circumstances may be deemed to indicate that the student is 'at risk of exclusion from their unit';

- (d) where a student has been deemed not to pass in two or more consecutive assessment tasks within the first study period of enrolment.

In these cases and within 10 working days of the publication of results each study period, students in this category will be sent a letter, by hard copy and/or electronic mail from the Head of Department or nominee notifying them of their 'at risk' status and:

- a) explaining the consequences of failure to maintain a satisfactory academic standard;
- b) nominating an adviser they should consult during the succeeding study period about their course progress;
- c) where appropriate, referring them to specialist contacts within the school, such as the head of Student Support and Administration.

A copy of the "at risk" letter will be retained in student records.

Where students, for whom this early intervention strategy has been implemented, contact their nominated adviser, the adviser should discuss with the student:

1. where appropriate, the suitability of the program for the student;
2. any opportunities for the student to be re-assessed for tasks in units in which the student has previously failed or not achieved;
3. strategies to assist the student to achieve satisfactory progress;
4. any other relevant matters.

17 WORKPLACE INTEGRATED LEARNING. *See WIL policy*

Currently the Institute is in the process of introducing WIL to one or more units in all accredited Courses.

18 MODERATION OF ASSESSMENTS *See Moderation of Assessment policy*

The purpose of moderation is to ensure that assessments conducted by the Institute are valid and reliable and allow for sufficient demonstration of capability by the student at the appropriate AQF level.

The Institute implements a plan for ongoing systematic moderation of assessments and judgements that includes for each course provided by the Institute:

- when assessment moderation will occur;
- which units will be the focus of the moderation;
- who will lead and participate in moderation activities; and
- how the outcomes of these activities will be documented and acted upon.

The Institute conducts both pre-use and post – use moderation activities

Pre-use moderation involves consideration on whether the assessment tasks under consideration address the requirements of the learning outcomes for the unit and whether sufficient assessment is being undertaken to enable the student to demonstrate capability at the appropriate AQF level.

Post use moderation also considers whether the assessments undertaken by students demonstrate whether reasonable and consistent judgments have been made by academic staff as to whether the requirements of the learning outcomes of the unit been met by the student at the relevant AQF level.

Moderation also includes reviewing and making recommendations for future improvements to the assessment tasks processes and/or outcomes. Moderation is regarded by the Institute to be an ongoing activity.

Moderation is undertaken using scheduled moderation meetings with internal academic staff and where appropriate associated external academic staff in a focus groups and panels and/or with other HEPs. A scheduled moderation meeting will be held to moderate the assessments proposed for each unit prior to initial use

A scheduled moderation meeting will be held to moderate each unit post-delivery and assessment at least once in the registration period of the Institute.

Formal reporting of the outcomes to the Academic Dean including recommendations for improvement to

- the assessments;
- assessor judgments including advice on specific adjustment of the results of a specific cohort of candidates;
- the context and conditions for the assessment;
- the advice to students about assessments;
- the criteria used for judging the quality of performance (e.g. the decision making rules, evidence requirements etc.).

19 EXAMINATIONS

Where one or more of the assessment tasks for a unit is an examination students are to be provided with a clear statement of what is expected for an examination. This information will normally be provided in the published Unit Profile and will include the weighting of the exam in relation to the overall assessment, the duration of the exam, and the nature of questions such as multiple choice, short answer, calculation/practical and/or essay questions.

It is the Institute policy that the following rules apply to the conduct of examinations:

- student's identity cards must be produced upon request at all examinations;
- students will be admitted to the examination room 15 minutes before the starting time of all examinations. During this period they may study the examination paper, but no writing will be allowed;
- unless with the special permission of the Exam Invigilator, no student shall enter the examination room later than half an hour after the examination has commenced nor shall any student be allowed to leave the examination room before the expiration of half an hour from the start of the examination;
- no student, having once left the examination room, shall be permitted to return unless during such absence he/she has been under supervision;
- no student shall be permitted to leave the examination during the last half an hour;
- invigilators shall have and may exercise all such powers as are reasonably necessary to ensure the proper and efficient conduct of the examination;
- invigilators should document any unusual circumstances or behaviour that may be construed as providing students with an unfair advantage or disadvantage during the exam;
- only some resources and/or materials are permitted for student use during an examination. Restrictions apply to specific items which include calculators and other electronic devices, mobile

phones, books, notes and other materials. Resources and/or materials that are authorised for use in examinations are specified in the Unit profile.

Students will be permitted to view their exam script under the following conditions:

- students may view an exam script only after results have been finalised for the Unit to which that exam script relates;
- when viewing an exam script the student is not permitted to be accompanied by another person (such as a friend, agent or parent);
- an exam script will be viewed in the presence of a staff member assigned to such duty;
- no discussion will be allowed about the marking of the exam script;
- the student is permitted to take notes, but not to make notes on, or otherwise deface, the exam script.

20 QUALITY ASSURANCE

To ensure that this policy is fit for purpose and meet the requirements of the HES Threshold Standards the policy will be;

- 20.12** internally endorsed by the Executive Management Team on development or review, prior to approval by Governing Board, or the Academic Board or other delegated authority;
- 20.13** externally reviewed as part of any independent review of the HES Threshold Standards approved by the Governing Board;
- 20.14** internally reviewed by the Responsible Officer every three years from the date of approval (if not earlier);
- 20.15** referenced to the applicable HES threshold Standard and/or other legislation/regulation.

21 FEEDBACK

Feedback or comments on this policy is welcomed by the listed Responsible officers of the Institute.

22 ACKNOWLEDGEMENTS:

This policy was initially developed with reference to the relevant policies and procedures of the following institutions:

Macquarie University (2013). *Assessing Student Achievement of Learning Outcomes*;

University of Ballarat, *Moderation of Assessment (Higher Education) Policy*, July 2013.

23 VERSION CONTROL

| Version | Date approved | Description | Approved by |
|---|---|--|-------------|
| 1.0 | 5 December 2013 | Initial issue | AB |
| 2.0 (Revised) | 14 August 2018 | Reflecting the requirements of the HESF standards and changes in academic leadership structure | AB |
| Related legislation/ regulation/standard | HES Threshold Standards (2015) 1.4 (Learning Outcomes and Assessment) | | |