

## QAF048 HELI Assessment and Moderation Policy

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## 1. Purpose

This Policy describes the principles and practices of assessment and moderation of student academic performance at the Higher Education Leadership Institute (HELI).

## 2. Scope

This policy applies to all staff and enrolled students of HELI.

## 3. Policy

At HELI, all student assessment tasks are appropriately designed, evaluated and moderated to enable educators to determine the extent to which students have met the learning outcomes within a unit.

HELI undertakes assessment and moderation of assessment tasks in accordance with Higher Education Standards 1.4.3, 1.4.4 and 5.3.4b.

## 4. Definitions

| Item   | Definition  |
|--|---|
| <i>Academic integrity</i>                        | According to TEQSA, ‘the expectation that teachers, students, researchers and all members of the academic community act with: honesty, trust, fairness, respect and responsibility.’ <sup>1</sup>   |
| <i>Assessment</i>                                | According to TEQSA, ‘a process to determine a student’s achievement of identified learning outcomes and may include a range of written and oral methods and practice or demonstration.’ <sup>2</sup>  |
| <i>Australian Qualifications Framework (AQF)</i> | The minimum standards and levels specified for Australian qualifications and award courses.   |
| <i>Criterion-referenced assessment</i>           | The use of defined objective criteria against which student performance is measured.  |
| <i>Formative assessment</i>                      | An ungraded assessment for the purpose of supporting students’ learning and providing feedback on their progress.   |
| <i>Moderation</i>                                | According to TEQSA, ‘quality assurance, control processes and activities such as peer review that aim to assure: <ul style="list-style-type: none"><li>• consistency or comparability, appropriateness, and fairness of assessment judgments</li><li>• the validity and reliability of assessment tasks, criteria and standards.</li></ul> Moderation of assessment processes establishes comparability of standards of student performance across, for example, different markers, locations, units, providers and/or courses of study <sup>3</sup> .’ |

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<sup>1</sup> See TEQSA, retrieved from <https://www.teqsa.gov.au/students/understanding-academic-integrity/what-academic-integrity#:~:text=Academic%20integrity%20is%3A,%27%20or%20%27academic%20dishonesty%27> on July 20, 2023.

<sup>2</sup> See TEQSA, *Glossary*, retrieved from <https://www.teqsa.gov.au/glossary-terms> on July 20, 2023.

|                                       |   |
|---------------------------------------|---|
| <i>Special consideration</i>          | A process intended to ensure equitable academic outcomes for students whose performance in an assessment task or course progression more generally has been significantly affected by documented circumstances beyond their control such as illness, misadventure or other circumstances. |
| <i>Summative assessment</i>           | A graded assessment for the purpose of measuring student performance that contributes to the overall mark and grade in a unit. These assessments may also promote students' learning by providing formative feedback on progress.   |
| <i>Supplementary assessment tasks</i> | An additional assessment offered on a discretionary basis to allow a student with a final mark of 45% or more in a unit of study to demonstrate that they have achieved the Unit Learning Outcomes.   |
| <i>Unit of Study Guide</i>            | A document in either hard copy or electronic format that defines content, learning and teaching approaches and assessment requirements for a unit of study.   |

## 5. Assessment Principles

The following principles form the foundation for this Policy in relation to assessment, and inform the design, development, and implementation of assessment at HELI:

- Assessment is fair and valid.
- Assessment is criterion-referenced.
- Assessment is designed in accordance with the appropriate AQF Level.
- Assessment tasks align with Unit Learning Outcomes, which are aligned to Course Learning Outcomes.
- Assessment measures and confirms the standard of student performance and achievement in relation to a unit's defined learning outcomes.
- A variety of assessment methods is incorporated in units, including formative assessment.
- Assessment defines and maintains academic standards and integrity.
- Assessment tasks are moderated to ensure consistency of marking and application of standards.
- Assessment is used to promote and enhance student learning through high-quality feedback.
- 'Reasonable adjustments' to assessment tasks may be made based on student accessibility needs.
- Assessment provides relevant information to continuously evaluate and improve the quality of the curriculum and the effectiveness of the teaching and learning process.

## 6. Assessment Practices

### 6.1 Design of assessment tasks

A range of assessment types will be used across a course of study to expose students to different tasks and give them opportunities to demonstrate their knowledge and skills in a variety of ways.

Normally, a unit will have a minimum of 2 and a maximum of 4 graded assessments.

All units will include an early, low stakes assessment task scheduled no later than Week 5 of the teaching period to support early identification of at-risk students and to provide timely and constructive formative feedback.

The maximum weighting for an individual assessment task will not normally exceed 40% of a unit of study's total assessment weighting, except in capstone units, unless approved by the Dean and reported to Academic Board.

Group work assessment tasks in a unit of study will not normally exceed 30% of a unit of study's total assessment weighting, unless approved by the Dean and reported to Academic Board.

## **6.2 Publication of assessment requirements for a unit of study**

All Unit of Study Guides and/or Assessment Briefs must contain details of the passing requirements for the unit, task descriptions of each assessment task, the weighting of each assessable component, the marking criteria, rubric, and submission dates of the assessment task.

After publication of the Unit of Study Guide and/or Assessment Brief, variation to assessment tasks is permitted only in exceptional circumstances and only with the Dean's approval. Notification in writing from the Course Coordinator must be provided to students explaining the reasons for the variation and any proposed adjustments to the task and its assessment.

Where a unit of study is being taught across multiple campuses or modes of delivery, all aspects of the assessment in the unit will be equivalent and in accordance with the published Unit of Study Guide for the unit.

## **6.3 Grading**

The following grade descriptors indicate level of overall student performance in a unit. The criteria for each graded assessment must be included in the Unit Description.

| <b>Grade Notation</b> | <b>Nomenclature</b> | <b>Mark</b> | <b>Additional Information</b>  |
|-----------------------|---------------------|-------------|--|
| HD                    | High Distinction    | 85 to 100   | The student has demonstrated outstanding achievement towards all of the relevant assessment criteria and standards in the unit of study.   |
| D                     | Distinction         | 75 to 84    | The student has demonstrated superior achievement towards the relevant assessment criteria and standards in the unit of study.   |
| C                     | Credit              | 65 to 74    | The student has demonstrated good achievement towards the relevant assessment criteria and standards in the unit of study.   |
| P                     | Pass                | 50 to 64    | The student has demonstrated satisfactory achievement towards the relevant assessment criteria and standards in the unit of study.   |
| NGP                   | Non-graded Pass     | N/A         | Successful completion of a subject assessed on a pass/fail basis, indicating satisfactory understanding of subject content; satisfactory development of relevant skills; satisfactory interpretive and analytical ability and achievement of all learning outcomes of the subject. |
| F                     | Fail                | 0 to 49     | The student has demonstrated unsatisfactory achievement towards the relevant assessment criteria and standards in the unit of study. In exceptional  |

|     |                       |         |   |
|-----|-----------------------|---------|---|
|     |                       |         | circumstances, a student who achieves a final mark of 45-49 may be granted a supplementary assessment at the Board of Examiners' recommendation.  |
| FN  | Fail (non-submission) | 0 to 49 | The student did not attempt all assessments and did not achieve more than 50 marks.   |
| CPL | Credit Granted        | N/A     | The student has been awarded credit for a specific unit through credit transfer, articulation, or other recognition of prior learning based on formal learning. The credit may be specified credit or unspecified credit. |

#### *Administrative Grades*

| Grade Notation | Nomenclature             | Additional Information   |
|----------------|--------------------------|--|
| WF             | Withdraw with Failure    | The student formally withdrew from the unit after the census date.   |
| WO             | Withdraw Without Failure | The student formally withdrew from the subject before census date or after the census date with special circumstances. |

### **6.4 Academic Integrity**

In accordance with the [HELI Student Academic Integrity Policy and Procedure](#), HELI will take proactive steps to detect and eliminate all forms of academic misconduct. These steps may include, and are not limited to, manual searches of resources, as well as the use of electronic text matching software (e.g., Turnitin) to compare student work submitted for assessment against electronic text on the publicly accessible internet, in published works, on commercial databases, and in student assignments previously submitted.

All written assignments must be submitted with a signed Assessment Cover Sheet, which incorporates the Academic Integrity Declaration. When assessment tasks are submitted electronically, the Assessment Cover Sheet will include the student's name or e-signature in lieu of a written signature in the 'Signed' field.

### **6.5 Feedback**

Feedback to students will provide clear and constructive information about their learning so that they can evaluate progress, identify gaps and take action that enhances future performance.

Feedback will:

- be timely; and
- justify the mark given against the published assessment criteria; and
- provide actionable advice and strategies to implement in future assessment tasks.

Written feedback to students concerning their performance in formative and summative assessment tasks must be provided within 14 days of the due date for the task or, in cases where extensions of time have been granted, within 14 days of submission.

### **6.6 Equity and accessibility needs**

HELI recognises that some students experience a disability, learning difficulty, or ongoing physical or mental health condition that will necessitate reasonable adjustments to ensure an equal opportunity

to successfully complete their assessment. Reasonable adjustments may include, but are not limited to:

- providing extended time for assessments and/or exams;
- creating accessible course materials in alternative formats;
- offering ergonomic furniture or other support equipment; and/or
- utilising assistive technologies.

Students with an accessibility need may request reasonable adjustment to assessment tasks and/or alternative assessments to accommodate their needs for any or all assessment tasks for the duration of their course. Adjustments to assessments must consider the specific needs of the student. Any adjustments made must be 'reasonable' so that they do not impose an unjustifiable hardship upon HELI.

Full details of HELI's provisions concerning accessibility support and equity and diversity can be found in the [HELI Student Welfare and Support Policy](#) and [HELI Equity and Diversity Policy](#).

### **6.7 Special Consideration**

HELI recognises that there may be circumstances beyond a student's control that may impact adversely on their performance. A student whose academic work is impacted by significant documented illness, hardship, or other adverse circumstances beyond their control may make an application for Special Consideration. Special Consideration may also be granted on compassionate grounds or in other compelling circumstances.

Special consideration may be granted for a single assessment task or, in the case of substantiated disability, ongoing medical or psychological condition, or other significant factor beyond the student's control, for a defined period up to and including the maximum time to completion of their course.

Full details concerning Special Consideration processes and provisions can be found in the *HELI Assessment and Moderation Procedures*.

### **6.8 Extension of time for assessment tasks**

Students may apply for an extension to an assessment deadline based on mitigating circumstances. These are circumstances outside of the student's control, that are predicted to impact the student's ability to complete assessment tasks by the due date specified in the relevant unit timetable. Students will normally be expected to produce evidence (e.g., a signed certificate from a Doctor or an allied health professional) supporting their request for an extension based on mitigating circumstances.

Applications for extension to an assessment deadline are made ahead of the original deadline for an assessment; they cannot be granted after the deadline has passed. Where a deadline has passed, and students believe that their ability to complete assessment tasks by the due date has been compromised, they may apply for Special Consideration (Section 6.7).

Full details concerning applications for extensions can be found in the *HELI Assessment and Moderation Procedures*.

### **6.9 Late submissions**

Except where an extension of the assessment due date has been approved (see Section 6.8), a student who submits an assessment task after the due date will be penalised by 10% of the maximum awardable mark per day (24 hours or pro-rata) that the assessment is late for five days after the assessment is due.

Late assessment submissions will not be accepted more than five days after the assessment due date.

### **6.10 *Supplementary assessments***

Supplementary Assessment is approved at the discretion of the Board of Examiners and may be granted as a result of a successful application for Special Consideration or where a student has gained a final mark of 45-49% in a unit of study and has made every reasonable attempt to complete all assessment tasks in that unit.

All details of the Supplementary Assessment, including type of assessment, length and/or duration, and due date will be determined by the Board of Examiners.

If the student achieves a passing grade in an approved Supplementary Assessment task, the Final mark and grade for the unit of study in question will be 50% Pass – Supplementary Assessment.

If the student fails to achieve a passing grade in an approved Supplementary Assessment task, the original mark and grade for the unit of study will stand.

### **6.11 *Appeals***

Students may appeal against the result of an individual assessment task and/or the final grade awarded in a unit of study, in accordance with the provisions outlined in the *HELI Assessment and Moderation Procedures* and in the [HELI Grievance Handling Policy and Procedure](#).

### **6.12 *Responsibilities of students***

HELI students are expected to:

- familiarise themselves with this and all related assessment procedures and policies;
- submit all prescribed assessment tasks in accordance with the requirements set out in the relevant Unit of Study Guide. Exceptions to this will be if the student has been authorised to submit an alternative assessment or if an alternative arrangement has been authorised via an application for Special Consideration in advance of the assessment due date;
- notify all relevant academic and support staff prior to, or as soon as possible after, commencing the teaching semester of any special needs they have that may need authorisation of an alternative assessment or Special Consideration;
- actively engage in their learning to assist them in preparing for assessment tasks; and
- keep copies of all submitted assessment items for their student record.

### **6.13 *Responsibilities of staff***

It is the responsibility of all HELI academic staff involved in teaching and assessment of units of study to:

- ensure that all Unit of Study Guides contain accurate, comprehensive and current information commensurate with the Institution's Unit of Study Guide template;

- implement learning, teaching and assessment strategies that promote the development of the relevant Course and Unit Learning Outcomes;
- design assessment tasks that mitigate the possible incidence of student academic misconduct;
- clarify goals, criteria and expectations of assessment tasks with students;
- engage in appropriate moderation activities as per Section 7 of this policy;
- identify, monitor and support students at risk of poor academic performance, and ensure that all students are informed of available academic support services;
- assess students' work objectively against the criteria and standards as published in the marking rubric for each unit of study;
- release numerical marks for individual assessments tasks within ten working days of the assessment due date unless otherwise notified to students;
- provide timely and meaningful assessment feedback to students to allow them opportunities to improve their performance in subsequent assessment tasks;
- contribute to regularly-scheduled curriculum and assessment review and evaluation processes, and reflect on the student outcomes of assessments to improve teaching; and
- provide opportunities for consultation with students according to a published schedule.

It is the responsibility of the Dean, supported by the Course Coordinator and senior academic staff, to specifically ensure that:

- assessment methods and practice in all units of study comply with this and other related policies;
- where a unit of study is being taught across different modes of delivery, all aspects of the assessment in the unit are equivalent; and
- assessment tasks are aligned with the relevant Course and Unit Learning Outcomes.

## **7. Moderation**

### **7.1 Principles**

Six principles form the foundation for this Policy in relation to moderation at HELI:

1. Moderation is the process of ensuring that assessment validly and reliably measures achievement of expected student learning in a unit.
2. Moderation is conducted both internally and externally.
3. Moderation promotes quality and consistency in the practice of assessment and its outcomes, and ensure that courses and units meet AQF specifications, address the Higher Education Standards Framework and maintain internal academic quality standards.
4. Moderation addresses the interests of all stakeholders and demonstrates that assessment standards are appropriate, reliable, and comparable with good practice across the higher education sector.
5. Moderation is used for all assessment tasks that contribute to a student's final grade, prior to marking, during marking and post-marking.



6. HELI uses criterion-referenced assessment. Moderation does not involve the adjustment of marks or grades to lie within pre-determined bands.

## 7.2 Practices

Moderation is always used during the construction and marking of summative assessment tasks, including examinations.

Mathematical scaling of marks for an individual assessment task is not permitted after students have received marks for that assessment task.

Moderation in the pre-marking stage involves the marking of a sample of student assessment tasks by each marker, if more than one marker is involved, or by a senior academic or colleague, if there is only one marker. The goal is to arrive at or confirm a common understanding of standards and the application of the assessment criteria and marking rubric.

Moderation during marking involves the monitoring by the Unit Coordinator of the standard agreed upon in the pre-marking stage if more than one marker is involved, or by a senior academic, which may be the Unit Coordinator, if only 1 marker is involved.

Moderation in the post-marking stage involves a senior internal or external academic in the same discipline area checking the consistency of marker grading of student assessment tasks to ensure consistency of standards across units and courses.

External Moderation takes two forms:

1. An external Moderator, generally a senior academic in the same discipline area, may be appointed to evaluate and report on the validity and consistency of marker grading of a sample of student assessment tasks at varying levels of performance; and/or
2. External moderation of assessment and units of study is undertaken on an annual basis through the Peer Review Portal, an online support mechanism enabling education providers to meet national standards in external peer review and endorsed by TEQSA. The PRP is a document and workflow management system that provides a robust framework for management review. It also assists in sourcing appropriately qualified external expert reviewers.

## 7.3 Procedures

A full description of the procedures involved in assessment and moderation can be found in the *HELI Assessment and Moderation Procedures*.

## 8. Related Documents

- HELI Assessment and Moderation Procedures
- HELI Equity and Diversity Policy
- HELI Student Academic Integrity Policy
- HELI Student Grievance Handling Policy and Procedure
- HELI Student Progression Policy
- HELI Student Welfare and Support Policy
- Request for Special Consideration Form

## 9. Related Legislation

- TEQSA Higher Education Standards Framework (Threshold Standards) 2021
- Education Services for Overseas Students (ESOS) Act 2000
- Australian Qualifications Framework (AQF).
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018
- Higher Education Support Act 2003 (Cth)
- Privacy Act 1988 (Cth)

## 10. Version Control

|                       |                                       |
|-----------------------|---------------------------------------|
| <b>Document ID</b>    | HELI Assessment and Moderation Policy |
| <b>Category</b>       | Academic                              |
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| 1.0            | The policy replaces the HELI Student Assessment Policy. | Academic Board: 11 August 2023 | 11 August 2025          |