

Assessment and Moderation Policy

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1. Purpose

This Policy establishes the principles and practices framework for assessment and moderation of student learning at Higher Education Leadership Institute (HELI).

2. Scope

This Policy applies to all students and academic staff of HELI.

3. Policy Statement

HELI designs and implements assessment practices that measure the extent to which students achieve the defined learning outcomes of each unit. It ensures that assessment practices are fair, valid, reliable, and aligned with the *Australian Qualifications Framework (AQF)* and the *Higher Education Standards Framework (Threshold Standards) 2021*, specifically Standards 1.4.3, 1.4.4 and 5.3.4(b).

4. Definitions

Key terms used in this Policy are defined in accordance with the Tertiary Education Quality and Standards Agency (TEQSA) glossary¹.

Item	Definition
<i>Academic integrity</i>	The expectation that all members of the academic community act with honesty, trust, fairness, respect, and responsibility.
<i>Assessment</i>	A process to determine a student's achievement of identified learning outcomes which may include a range of written, oral, practical, or performance-based methods.
<i>Australian Qualifications Framework (AQF)</i>	The national policy that specifies the standards for Australian qualifications across education and training sectors, including the levels and learning outcome descriptors for each qualification type.
<i>Criterion-referenced assessment</i>	Assessment of student performance against defined criteria and standards, not against the performance of other students.
<i>Formative assessment</i>	Assessment designed to support student learning by providing feedback on progress, usually through early, low-stakes tasks.
<i>Moderation</i>	Quality assurance and control processes designed to ensure consistency, appropriateness, and fairness of assessment judgments, and comparability of standards across markers, locations, and courses.
<i>Special consideration</i>	A process to ensure equitable outcomes for students whose performance has been affected by circumstances beyond their control.
<i>Standards-based assessment</i>	Assessment that articulates explicit performance expectations through rubrics and grade descriptors aligned to learning outcomes and AQF level requirements.
<i>Summative assessment</i>	Graded assessment used to measure and certify performance that contributes to the final result in a unit.

¹ See TEQSA, *Glossary*, retrieved from <https://www.teqsa.gov.au/glossary-terms> on July 20, 2023.

<i>Supplementary assessment task</i>	An additional assessment that may be offered, at the discretion of the Board of Examiners, to allow a student who has narrowly failed a unit to demonstrate that they have achieved the Unit Learning Outcomes.
<i>Unit Study Guide</i>	The approved document defining the learning outcomes, content, assessment requirements, and teaching approaches for a unit of study.

5. Assessment Principles

Assessment at HELI is guided by the following principles:

- Assessment tasks are designed to validly and reliably measure student achievement of learning outcomes.
- Assessment is aligned with Unit Learning Outcomes, Course Learning Outcomes, the relevant AQF Level, and relevant professional standards.
- Assessment criteria, standards, and expectations are clearly communicated to students.
- Assessment design supports different learning approaches and accessibility needs.
- Assessment upholds ethical academic conduct and encourages original, independent work.
- Constructive feedback on assessment performance supports and enhances student learning.
- Assessment tasks and grading are subject to moderation processes to ensure consistency and comparability of standards.
- Assessment data and moderation outcomes inform continuous improvement of assessment strategies, teaching practice, curriculum design, and academic standards.

6. Assessment Framework

6.1 Assessment Design and Approval

- Assessment tasks are developed to ensure students have equitable opportunities to demonstrate achievement of the intended learning outcomes.
- All assessments must have a clear educational purpose and be appropriately weighted and aligned to the level of study and discipline context.
- Each assessment task must include clear marking criteria and, where applicable, a rubric outlining graded levels of performance against each criterion.
- Each course must include early low-stakes formative assessment to support student engagement and identify learning support needs.
- All new or revised assessments must undergo peer validation and formal approval (via the Course Variation process) prior to implementation.

6.2 Publication of Assessment Requirements

- Assessment requirements are published in the approved *Unit Study Guide* and *Assessment Brief*, which specify the assessment type, rationale, learning outcomes addressed, weighting, marking criteria, and submission requirements.

- b) Variations to approved assessment tasks after publication may only occur in exceptional circumstances with the approval of the Dean (Academic).

6.3 Academic Integrity and Use of Artificial Intelligence

- a) HELI promotes a culture of academic integrity in all assessment activities.
- b) Students are expected to demonstrate honesty, fairness, and responsibility in preparing and submitting their work.
- c) Each assessment task will specify the acceptable level of use of Artificial Intelligence (AI) tools.
- d) Students are supported to use AI critically, ethically, and transparently, without compromising academic standards.

6.4 Feedback on Assessment

- a) Feedback must be constructive, specific, and provided in a timely manner to support student learning and improvement. It should:
 - reference the published assessment criteria and standards;
 - identify strengths and areas for improvement; and
 - provide actionable advice for future work.
- b) Specific timeframes for feedback are defined in the *Assessment and Moderation Procedures*.

6.5 Grading and Result Approval

- a) Grading of student performance is criterion-referenced and standards-based, conducted objectively against the published criteria and performance standards, consistent with the *Award of Grades Policy*.
- b) Unit results are reviewed and approved through the Board of Examiners process.

6.6 Late Submissions and Extensions

- a) Students are required to submit assessment tasks by the specified due date.
- b) Except where an approved extension or Special Consideration applies:
 - Assessments submitted after the due date will incur a penalty of 10% of the total mark per day (24 hours or pro-rata) for up to five days.
 - Assessments submitted more than five days late will not be accepted and will receive a mark of zero.
- c) Late penalties and evidence requirements for applications for Special Consideration are also detailed in the Procedures.

6.7 Special Consideration and Accessibility Adjustments

- a) Special Consideration may be granted to students whose academic performance or ability to complete an assessment is significantly affected by circumstances beyond their control, including genuine hardship, illness, or compassionate grounds.
- b) Special Consideration applications must be submitted no later than seven (7) calendar days of the assessment due date, unless extenuating circumstances prevent this. All applications must be lodged in accordance with the *Assessment and Moderation Procedures*.
- c) Reasonable adjustments are available to students with disability, ongoing health conditions, or other circumstances that may create barriers to demonstrating their knowledge and skills through standard assessment methods.
- d) All requests must be supported by appropriate documentation and will be managed in line with the *Assessment and Moderation Procedures* and the *Equity and Diversity Policy*.
- e) Reasonable adjustments must maintain the integrity of assessment and must not compromise academic standards or learning outcomes.

6.8 Supplementary Assessment

- a) Supplementary assessment may be granted to eligible students who have demonstrated genuine engagement with unit requirements but narrowly failed to achieve a passing final grade.
- b) Supplementary assessment is offered at the discretion of the Board of Examiners.
- c) Eligibility criteria include:
 - achieving a final mark between 45-49%; and
 - having made a genuine attempt at all required assessment tasks.
- d) Students who successfully complete a supplementary assessment will receive a final grade of Pass (Supplementary), capped at 50%.
- e) Further details about supplementary assessments are outlined in the *Assessment and Moderation Procedures*.

6.9 Appeals

Students may request an assessment re-mark or formally appeal an assessment mark or final grade in accordance with the *Student Academic Grievances and Appeals Policy and Procedure* and the *Assessment and Moderation Procedures*.

6.10 Roles and Responsibilities

- a) Students are responsible for:
 - familiarising themselves with all assessment requirements and deadlines;
 - submitting work honestly and in accordance with academic integrity expectations;
 - seeking support and clarification where needed; and
 - retaining drafts and copies of submitted assessment items.

- b) Academic staff are responsible for:
- designing valid, reliable, and equitable assessment tasks;
 - communicating assessment criteria and standards clearly to students;
 - ensuring that Unit Study Guides and Assessment Briefs are accurate, clear and comprehensive, and adhere to the approved template;
 - marking and moderating in accordance with approved rubrics and procedures;
 - providing timely and constructive feedback;
 - offering designated consultation times for students to discuss assessments and feedback; and
 - engaging in ongoing review and improvement of assessment practices.
- c) Course and Unit Coordinators, supported by the Dean (Academic) and Deputy Dean (Programs), ensure that:
- assessment aligns with learning outcomes and AQF levels;
 - moderation processes are implemented; and
 - all assessment information is accurate, consistent, and approved before publication.

7. Moderation

7.1 Principles

- a) Moderation supports consistent academic standards by ensuring that assessment tasks, criteria, and grading decisions are calibrated and comparable across markers, cohorts, locations, and study modes.
- b) Moderation confirms that assessment standards are appropriate for the AQF level and comparable with good practice in the higher education sector.
- c) Moderation applies to all summative assessment tasks and occurs at multiple stages of the assessment cycle.

7.2 Stages of Moderation

- a) Moderation may occur:
- Before marking (pre-marking), to verify that assessment tasks and criteria are appropriate and clear;
 - During marking, to ensure consistent application of criteria across markers; and
 - After marking (post-marking), to review grading consistency and validate outcomes.
- b) External moderation is undertaken annually for selected units in each course identified by the Board of Examiners to assure comparability with sector standards.
- c) Detailed moderation procedures, documentation, and sampling requirements are detailed in the *Assessment and Moderation Procedures*.

8. Related Documents

- Academic Integrity Policy
- Assessment and Moderation Procedures
- Award of Grades Policy
- Equity and Diversity Policy
- Student Academic Grievances and Appeals Policy and Procedure
- Student Progression Policy
- Student Welfare and Support Policy
- Special Consideration Form

9. Related Legislation

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

10. Version Control

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1.0	The policy replaces the HELI Student Assessment Policy.	Academic Board: 11 August 2023	11 August 2025
1.1	Policy revised as part of the scheduled review cycle, incorporating updates based on outcomes and feedback from the Assessment Review Project.	Academic Board: 28 November 2025	28 November 2027