Assessment and Moderation Procedures

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1. Overview

The Procedures outlined in this document are designed to describe the processes and actions that operationalise and implement the Assessment and Moderation Policy.

2. Scope

These Procedures apply to all domestic and international students enrolled in an award course at Higher Education Leadership Institute (HELI) and to all academic and administrative staff involved in matters concerning assessment and moderation.

3. Assessment

3.1 Design of assessment tasks and marking rubrics

a) Assessment tasks at HELI are designed in accordance with the principles outlined in the Assessment and Moderation Policy. Assessments will be designed carefully and purposefully to promote, enhance and evaluate student learning.

b) Assessment task descriptions and any associated instructions will be clearly worded and contain no ambiguities as to what students are expected to do.

c) For group assessments, information about group size, monitoring progress, members' collaboration and contribution, and how marks will be awarded will be made explicit in the assessment task description.

d) Assessment tasks will have a marking rubric, with the exception of quizzes, some examinations, and some in-class/practical tasks. Marking rubrics contain descriptors of the grades for a number of criteria. *Criteria* are the properties or characteristics against which markers assess the quality of the assessment task. *Grades* are levels of achievement or performance. *Descriptors* typify the content required to demonstrate achievement of each grade for each criterion. Criteria have assigned marks which are weighted against descriptors based on the percentage bands associated with grades. Descriptors provide the foundation for feedback to students but in practice should not be replicated *verbatim*.

3.2 Assessment validation

Assessment validation involves reviewing assessments prior to delivery to ensure that they are well designed and include clear guidelines for students and markers. During the design and development phase, assessment tasks should be validated to ensure that:

- assessment tasks align with unit learning outcomes;
- assessment tasks and rubrics assess what you intend it to assess and are fair and transparent;
- tasks are underpinned by appropriate expectations in relation to year level, weighting and unit content;
- assessment documents are clearly worded and free from ambiguities, grammatical errors, and spelling mistakes;

- timeframes set for all assessments are reasonable;
- marking criteria, rubrics and guides are clear, and assessment criteria are linked to the grading standards; and
- the conditions for using Generative Artificial Intelligence tools to complete the assessment are clearly communicated.

The development and review of marking criteria and standards descriptors should ideally include participation from all teaching staff involved in the unit. The Dean, Associate Dean Learning and Teaching, and/or Course Coordinator may also be consulted, as appropriate.

3.3 Publication of assessment requirements

Communication of assessment requirements is the responsibility of the Unit Coordinator.

Assessment information for students is provided in the Unit of Study Guide and the Assessment Brief and must include the details of:
- the assessment type
- the assessment task requirements
- the relevant learning outcome(s)
- the weighting
- the due date and time
- the marking criteria or rubric
- whether the task is to be completed individually or in a group
- if/how Gen AI tools can be used to complete the assessment task
- learning support resources, exemplars and examples of requirements, as appropriate

Assessment information must also state any mandatory requirements to pass the unit, including tasks that must be passed.

Information about how to apply for Special Consideration and Accessibility Support must also be provided.

3.4 Submission of assessment tasks

Unless otherwise approved, students are required to submit all text-based assessment tasks:
- electronically via the Learning Management System and Turnitin, and
- in compliance with the conditions and timings stated in the task description, unless an extension has been granted (see Section 3.7 of this Procedure document); and
- with a signed Assessment Cover Sheet, which incorporates the Academic Integrity Declaration.

Students are to keep a copy of all work submitted until the final unit grades are recorded, released and finalised.

The time stated as the deadline for the submission of an assessment task or the sitting of a test or examination is Australian Eastern Standard Time (AEST) or Australian Eastern Daylight Time (AEDT) during the months when daylight saving is in place.

3.5 Marking

The procedures for marking are as follows:

a) Academic staff will assess each piece of work, moderate, report and record student assessment results. Staff will be alert to implicit and explicit forms of bias in marking and will assess students' work against the marking criteria and marking rubric.

b) Marks and feedback on assessments, with the exception of final assessments, will be made available to students within 14 working days of the submission date, unless otherwise specified in the Unit Study Guide.

c) In the case of the final assessment of a unit, excepting 'capstone' subjects assessed through substantial written projects, marks and feedback will normally be given to students within 7 calendar days of the last day of the term in which the subject was taught.

d) In the case of a capstone subject assessed through a substantial written project (15,000 words or more), marks and feedback on the assessment will normally be given to students with 28 calendar days of the last day of the term in which the subject was taught.

e) Graded assessment tasks and the marks awarded are returned to students via the Learning Management System.

f) Students will normally receive a mark and grade level for each assessment item and an overall grade reflecting the sum marks for all assessment items for the unit.

g) Once all assessments are completed and reviewed and approved by the Board of Examiners, an overall mark and subject grade are published and notified to students.

3.6 Feedback

In each unit, students will be provided with feedback on their individual performance for each assessment task. Feedback should be informative, constructive, timely, provided throughout the learning process, fair, justifiable and reasonable.

The aims of feedback are to provide information to students about the quality of their performance and to enable them to improve their performance in future assessments. Feedback will also assist students to develop their ability to evaluate the quality of their own work in order to equip them to function as professionals with a commitment to life-long learning.

Feedback will reference the marking criteria and marking rubric. Accordingly, feedback should be tailored to each student, based on the grade descriptors for each criterion, to explain the grade level awarded.

Feedback will be provided within 14 days of submission. Staff are available to discuss assessment feedback during office hours which are published in the Unit Study Guide.

3.7 Accessibility Support

In accordance with the [Assessment and Moderation Policy](#) and [Student Welfare and Support Policy](#), students who experience disability, learning difficulty, or ongoing physical or mental health condition may request reasonable adjustment to ensure an equal opportunity to successfully complete their assessment tasks.

The procedures for making an application for reasonable adjustment are as follows:

a) Students who wish to make a request for reasonable adjustment need to complete the [Accessibility Support Form](#) available on the Student Hub. Supporting documentation may be required to assess the request.

b) A trained Student Services staff member will assess the student's application to understand the specific needs of the student. The staff member will discuss the student's request with the Course Coordinator and agree on relevant support and reasonable adjustments covering all assessments to be taken in the student's course of study.

c) The adjustment plan may reasonably adjust the procedures for conducting assessments by one or more of the following or other means:
    i. allowing additional time for the completion of an assessment and/or examination;
    ii. extending deadlines for an assessment;
    iii. varying question and response modalities for an assessment; and/or
    iv. providing or allowing additional resources, assistive technologies, or other support in examinations.

d) The Course Coordinator and Student Services staff member may also agree that no adjustment is required.

e) The Student Services staff member will notify the student of the outcome of their request.

f) The Course Coordinator will notify relevant Unit Coordinators and teaching staff of the adjustment plan (if any).

g) Students should communicate with the Student Services staff member throughout their studies to address any ongoing needs or additional adjustments that may arise.

h) Where the student does not accept the refusal of the Institution to grant a reasonable adjustment, they should be referred to the [Student Grievance Handling Policy and Procedure](#).

3.8 Special Consideration

In accordance with the *Assessment and Moderation Policy*, students 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 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 of time up to and including the maximum time to completion of their course.

Applications for Special Consideration may be based on the fact that:

- the student's studies have been impeded by the adverse circumstances in question
- the adverse circumstances in question have prevented the student from preparing for or completing all or part of an assessment task

- the student was negatively affected by the adverse circumstances in question to a substantial degree during the performance of the assessment task.

Adverse circumstances beyond the student's control can include:

- medical conditions (physical and/or psychological)
- severe financial hardship
- substantial disruption to employment and/or living arrangements
- other compassionate and/or compelling grounds.

Routine demands and circumstances such as those below will <u>not</u> normally be considered as grounds for Special Consideration:

- regular academic workload
- employment workload
- recreational travel
- planned personal, sporting and social events (e.g. weddings)
- computer or Internet difficulties

Outcomes of an application for Special Consideration may include:

- extension of assessment due date
- alternative assessment task
- deferred examination.

The procedures for applications for Special Consideration are as follows:

a) To apply for Special Consideration, students must complete the [Special Consideration Application Form](#) as soon as possible after the circumstances arise, and no later than one week after the assessment submission deadline. If a student is unable to apply within this time frame, they must provide a reason or justification for the delay in the application.

b) Applications for Special Consideration must be accompanied by the appropriate supporting documentary evidence, which in the case of illness shall include a medical certificate issued by a registered medical practitioner or other medical authorities.

c) When considering an application for special consideration, the Course Coordinator may take into account one or more of the following:

- The student's performance in other assessment tasks in the subject
- The severity of the event
- The student's academic standing in other subjects and in the course
- Any history of previous applications for special consideration, especially where they indicate a chronic problem
- Any history of previous applications for extensions to assessment deadlines, especially where they indicate that the student may be at risk academically.

d) For an application for Special Consideration, any of the following outcomes may be appropriate:

- No action is taken.

- Alternative assessment or a supplementary task or examination is offered to the student, which may take a different form from the original assessment. If a student is granted additional assessment, the original assessment may be ignored at the discretion of the Unit Coordinator. Consequently, a revised mark based on additional assessment may be greater or less than the original mark.

- Extensions to assessment deadlines is granted. The maximum period of extension allowed will normally be 7 calendar days later than the originally specified deadline.

- Marks obtained for the completed assessment tasks are calculated to achieve a final percentage result.

- The student is allowed to discontinue from the subject without failure.

- An alternative solution is provided following negotiation with the student and relevant staff.

- The student is deemed to be at risk academically and consequently have their case reviewed under the Student Progression Policy.

When reviewing requests for special consideration, particular attention will be given to the progression and completion of Aboriginal and Torres Strait Islander students.

Where the student does not accept the outcome of their Special Consideration application, they should be referred to the Student Grievance Handling Policy and Procedure.

3.9 Extensions

Unit Coordinators can approve extensions of up to two (2) days for assessments conducted within a study period other than examinations, without the case needing to go through the formal Special Consideration process detailed above.

An extension of up to two (2) days for an assessment task can be made either via a formal Special Consideration or students can directly request the extension from their Unit Coordinator via email up until the time the assessment is due. Any request made directly to the Unit Coordinator must detail the reason(s) for the extension and specify any special circumstances that apply.

Extensions of up to two (2) days can be approved by the Unit Coordinator if the circumstances are appropriate and warrant an extension. The Unit Coordinator will inform the student of the outcome of their direct request for extension as soon as practicable.

If a student has not received a response within two working days after the assessment due date, the student should launch a formal request for Special Consideration providing their circumstance and specifying that they have previously requested an extension directly from the Unit Coordinator and not received a response.

3.10   Appeals

Students may appeal a mark for an assessment task and/or appeal a final grade for a unit of study.

Students must follow the appeal process outlined in the [Student Grievance Handling Policy and Procedure](). As per Section 3 of the Policy, students should first attempt to resolve the matter following the informal internal appeal process by contacting the Student Services team or their Course Coordinator.

If the issue is not resolved, the student may lodge a formal appeal within ten working days following the meeting with the Unit Coordinator/ Course Coordinator. Formal appeals are made using the [Student Appeal Form]().

If a student remains dissatisfied with the outcome of the review of an assessment decision, they may utilise the additional appeals processes outlined in section 5 in the [Student Grievance Handling Policy and Procedure]().

Where the result of an appeal is a change of mark and/or grade, the normal Change of Grade procedure will apply.

Appeals against a final grade will only be considered on one or more of the grounds that:

- details of the assessment requirements and marking criteria were not provided for the assessment
- the assessment requirements notified to students were varied without the approval of the Dean and without written notification to students
- the assessment requirements notified to students were applied unreasonably or prejudicially to the assessment
- due regard was not paid to an approved application for Special Consideration
- the student believes that a clerical error has occurred in the computation of the mark.

4. Moderation

Quality assurance and moderation is required in every unit, including units with a single marker. Unit Coordinators, with support from the Course Coordinator, are responsible for leading validation and moderation of assessment tasks.

Moderation must be undertaken for assessment tasks that make up at least 20% of the total marks for a unit. Tasks that require non-interpretive marking, such as standardised multiple-choice quizzes, do not require moderation.

For assessments that are conducted in-situ, such as presentations, debates or lab work, it is desirable to have more than one marker and to reach consensus through discussion.

In accordance with the Assessment and Moderation Policy, moderation of student assessment tasks is carried out in three stages: pre-delivery, during marking and post-marking. The moderation process can be facilitated using the [Moderated Assignment feature in Canvas]().

4.1 Pre-marking

In the pre-marking phase, moderation involves clarifying what standards are expected and how feedback will be provided. This process includes marking a sample of assessments to ensure markers adopt a common standard in accordance with the marking rubric. In certain cases, pre-marking

moderation may also involve determining whether one marker will mark all responses to a specific section of an assessment, such as a section of an examination paper.

When multiple markers are involved, the pre-marking moderation procedure is as follows:

a) The Unit Coordinator selects and distributes up to three student assessment tasks to markers for independent marking according to the marking rubric.

b) Each marker independently marks the assessment tasks and returns the marked assessments and rubrics to the Unit Coordinator.

c) The Unit Coordinator reviews the marks and rubrics for consistency and organises a meeting with the markers to discuss and compare the application of criteria, adjusting as necessary for consistency.

When the Unit Coordinator is the only marker, the pre-marking moderation procedure is as follows:

a) The Unit Coordinator pairs up with a colleague for peer moderation. The colleague does not need to be an expert in the content but should have general discipline knowledge. Alternatively, a small group of staff may jointly moderate assessments for several units.

b) The Unit Coordinator selects and distributes up to three student assessment tasks to the colleague for independent marking according to the marking rubric.

c) The Unit Coordinator reviews the marks and rubrics for consistency and organises a meeting with the peer moderator to discuss and compare the application of criteria, adjusting as necessary for consistency.

4.2 During Marking

During the marking phase, moderation involves the Unit Coordinator overseeing the standard agreed upon in the pre-marking stage.

The procedure for the During Marking phase is as follows:

a) The Unit Coordinator monitors consistency of standards during marking (before marks or grades are finalised) by implementing various mechanisms such as, but not limited to:
   - Double marking of all Fail and High Distinction grades
   - Interim reporting by markers of grade distributions
   - Spot checking marked assessments at random
   - Requiring markers to identify assessment tasks that they found challenging to grade for double marking

b) The Unit Coordinator may arrange a follow-up moderation meeting with markers, or the peer moderator if there is only one marker, to validate marking consistency, discuss any challenges encountered when making judgments, and adjust approaches as necessary.

c) The Unit Coordinator may counsel markers who are inconsistent in applying standards and may request re-marking of assessment tasks where necessary.

4.3 Post-Marking

Post-marking moderation involves reviewing the grading of assessment tasks to ensure consistency of standards across units and courses. Post-marking moderation does not affect the marks or grades given to students; instead, it is aimed at evaluating assessment processes to identify areas for improvement in the future.

4.3.1 Internal Post-Marking Moderation

The procedure for the internal post-marking moderation is as follows:

a) At the end of the teaching period, the Unit Coordinator evaluates the consistency of marking and application of standards. This process may involve, but is not limited to:

- Reviewing the grade distributions of the whole unit and/or discrepant grade distributions among markers.
- Collecting feedback from markers or peer moderators about suggested changes to assessment instructions, marking rubrics or moderation procedures.
- Providing guidance or feedback to markers.

b) The Course Coordinator evaluates the consistency of grades across units within a course and may provide guidance to Unit Coordinators where there are grade discrepancies or concerns about assessment and moderation.

c) The results of moderation and any actions arising are documented in the Unit Report and/or Course Reports presented to the Board of Examiners (see Section 4.4).

4.3.2 External Post-Marking Moderation

The Dean, in conjunction with Associate Dean of Learning and Teaching and Course Coordinator, will ensure assessment standards in all courses undergo yearly external moderation. This process may replicate the validation and moderation processes, or take the form of a broader review of unit and course activities and outcomes.

The procedure for the external Post-Marking moderation phase is as follows:

a) Once results have been approved by the Board of Examiners, the Course Coordinator collates a random sample of marked and graded assessments in specified subjects from across the grade range.

b) The sample is then submitted to the External Moderator (normally through the Peer Review Portal [PRP]).

c) The External Moderator completes a review report in the prescribed format (normally through the PRP.

d) The Course Coordinator convenes a meeting with the Unit Coordinator to discuss moderation outcomes for feedback and professional development purposes.

e) The Course Coordinator compiles a summary of moderation outcomes and presents those findings and any recommendations arising for review and discussion with the Dean.

4.4 Reporting

a) Unit Coordinators will maintain a record of all moderation activities and outcomes. The record should include information on the assessments moderated and any follow-up actions for consideration and review by the Board of Examiners.

b) The Unit Coordinators will confirm that moderation has been undertaken in the Unit Report to the Board of Examiners for each study period. The report should include relevant comments on moderation activities and outcomes including any improvements or amendments to assessments tasks, practices, or marking criteria.

c) The Dean, in collaboration with the Course Coordinator, is responsible for the implementation of recommendations or actions arising from the Board of Examiners.

d) External moderation is detailed in the Benchmarking Report that is presented to the Learning and Teaching Committee and is recorded in the Benchmarking and Course Review Register.

5. Related Documents

- Academic Integrity Policy and Procedure
- Assessment and Moderation Policy
- Student Grievances Handling Policy and Procedure
- Student Progression Policy
- Student Welfare and Support Policy
- Accessibility Support Form
- Student Appeal Form
- Special Consideration Form

6. Version Control

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