



HE Assessment and Moderation Policy

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| Related Policy/Procedure: | ➤ HE Assessment and Moderation Procedure | | |

HE Assessment & Moderation Policy

Purpose

This Policy sets out how the framework for Assessment and Moderation of higher education courses of study offered at Lyons College.

Scope

This Policy applies to all students enrolled in a higher education course of study at Lyons College and all academic staff at Lyons College.

Policy

Lyons College views assessment as a key factor in the learning process for students. Assessments allow students to demonstrate that they have achieved the learning outcomes and graduate attributes which lead to the conferral of a higher education award under the Australian Qualifications Framework (AQF).

Assessments must be fair, consistent and equitable. Assessments must have transparency around what students need to demonstrate to achieve certain marks. Assessments must allow every student the opportunity to succeed in their academic endeavours, with flexibility for students experiencing difficulties, both academically or otherwise.

Lyons College acknowledges that there are various forms of assessment. The appropriateness of an assessment will depend on the unit, and how best to demonstrate the learning outcomes. Academic staff will need to ensure that the assessments in a unit are appropriate for the field of study and allow students to demonstrate that they have achieved the required learning outcomes.

Assessment Principles

Principle 1: Assessments must foster, encourage and reinforce learning

- There is alignment between the Course Proposal, the published Course Guide and assessment strategies.
- The specified Unit Learning Outcomes and pre-determined assessment criteria standards must be used to determine how marks for all assessment tasks and the overall grade are decided; and marks reflect the actual achievement of the student.
- Timely and meaningful feedback is given to students.

Principle 2: Assessments must allow robust, reasonable and fair judgements about student academic performance

- The range of assessment tasks is sufficiently extensive and varied to permit valid and reliable judgement of a student's performance.
- Assessment practices are conducted and undertaken ethically and with honesty and integrity by staff and students in accordance with the *Academic Integrity and Academic Misconduct Policy*.
- Students are required to submit all non- invigilated assessments electronically with an accompanying completed cover sheet and declaration form, unless specific circumstances require otherwise. Such circumstances will need to be approved by the Dean.

Principle 3: Assessment practices must be reasonable, fair and equitable for all students

- Students have an opportunity to access examples of assessment tasks (including previous assessment tasks where available) and are provided with timely information about assessments/examinations.
- Assessments are written with inclusive language and to avoid gender, racial or cultural bias.
- Reasonable adjustments are made to cater for any disadvantages, without compromising the academic standards of assessment.
- Students are given timely opportunities to discuss any concerns or grievances about assessment outcomes with academic staff.

Principle 4: Assessment must maintain academic standards

- Assessments are graded by appropriately qualified academic staff.
- Moderation processes are undertaken with results ratified to ensure consistency.
- Partner academic standards are ensured by the moderation of assessment tasks.

Assessment Requirements

Lyons College has the following requirements for assessments:

- Assessments must demonstrate alignment with achieving the requirements set out in the AQF.
- Assessments must demonstrate alignment of Graduate Attributes, Course Learning Outcomes and Unit Learning Outcomes.
- Assessments must be appropriate and proportionate to the Unit Learning Outcomes.
- Assessments must be appropriate and proportionate to the study load for the unit.
- Assessments must not unfairly advantage or disadvantage different cohorts.

- Assessments tasks must be sequenced in line with cumulative teaching and learning.
- The maximum weighting for a single assessment (including team work assessment) is 50% of the total mark for a unit.
- Assessments must be moderated.
- Assessments must be supported by a Coversheet, and a Rubric OR marking guide, unless the unit is exempt through consultation with the Dean

Grading of Assessments

Lyons College will adopt the following grading system for assessments:

| Achievement | Mark | Abbreviation |
|------------------|-------------|--------------|
| High Distinction | 80% to 100% | HD |
| Distinction | 70% to 79% | D |
| Credit | 60% to 69% | C |
| Pass | 50% to 59% | P |
| Fail | 0% to 49% | F |
| Not Submitted | | NS |
| Withdrawn | | W |

The assessment process will be outlined in the *Assessment and Moderation Procedure*.

Moderation

Moderation is the process Lyons College will utilise to ensure that assessments are appropriate, and that marking is consistent. Moderation is the peer review of assessments outcomes and if inconsistencies are found in how assessment decisions were made, appropriate action will be taken.

The general principles for moderation at Lyons College are:

- The highest and lowest graded assessment will be moderated;
- All assessments which received a mark of less than 50% will be moderated;
- Moderation must not be performed by the academic staff member who originally graded the assessment; and
- The moderator must use the same assessment criteria or rubric that the original marker used.

The moderation process will be outlined in the *Assessment and Moderation Procedure*.

Feedback

Assessments should be designed to provide quality and timely feedback to students to let them know how they are progressing in a unit. Academic staff are required to provide timely, specific and constructive feedback to support students' progress toward the achievement of the unit and course learning outcomes.

Formal feedback of assessments must be provided to a student once they have submitted their assessments. Feedback for assessments within a semester need to be provided earlier than end of semester assessments.

Academic staff are expected to provide feedback to students within ten (10) business days of the assessment being submitted. The exception to this will be the final exam, where the student should receive feedback within twenty (20) business days of the student sitting the exam.

Academic staff are also expected to provide guidance and feedback to students in the preparation stage of assignments and group work.

Academic staff can provide feedback through various means including:

- Face to face
- In writing
- Online or via email
- Verbal or over the phone if appropriate

| Version | Date | Resolution | Comments |
|---------|------------|-------------|--|
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| 220727 | 27/07/2022 | 22020727/XX | Policy reviewed, updated for greater clarity |
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