HE Assessment & Moderation Procedure

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Related Policy/Procedure:	➢ HE Assessment and Moderation Policy ➢ Application for Assessment Special consideration ➢ Academic Integrity and Academic Misconduct Policy and Procedure ➢ HE Admissions Policy and Procedure ➢ Student Support, Welfare and Wellbeing Policy and Procedure ➢ Records Management, Data and Information Security Policy ➢ Student Complaints and Appeals Policy and Procedure		

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Purpose

This Procedure sets out the processes for Assessment and Moderation of higher education courses of study at Lyons College.

Scope

This Procedure applies to all students enrolled in higher education courses of study at Lyons College and all academic staff at Lyons College.

Procedure

1**. Assessment Design and Development**

1.1. Ensure each course or program has a variety of types of summative and formative assessments.

1.2. Schedule opportunities to give constructive meaningful feedback, comparing drafts/progress to expected standards.

1.3. Class attendance alone is not normally regarded as active participation.

1.4. Ensure that the specification of assessment tasks for a new course or changes to assessment tasks in an existing course are:

1.4.1. reviewed by at least one other academic within the discipline responsible for the course or a cognate area.

1.4.2. evidence based to achieve the intended learning outcomes for the course.

1.4.3. constructively aligned with course content and intended Course Learning Outcomes (CLO) and Unit Learning Outcomes (ULO).

1.4.4. discussed with peers within the discipline base and the Course Coordinator or other appropriate staff.

1.5. Ensure that all students have access to the appropriate resources to undertake the assessment/s eg testing digital literacy prior to undertaking an online task; access to research skills; referral to services if issues.

2. Alignment of assessments with Course Learning Outcomes

2.1. Check that the sequencing of courses and the learning outcomes and associated learning tasks and assessment criteria for individual courses align with the course objectives and conform to the course structure and alignment of CLOs and the AQF as approved by Academic Board.

2.2. There must be a clear progression in the expectations of performance required in assessment tasks in units at the undergraduate level from Introductory, to Intermediate and Advanced. This will be tied in with the expected sequencing of units to show the progression of the units.

2.3. There must be evidence of constructive alignment of the assessment tasks in units, with the relevant CLOs, manifest through the ULOs.

2.4. A course contains units that provide students opportunities to engage with multiple types of assessment tasks.

3.0 Alignment of assessments with Unit Learning Outcomes

3.1. Each assessment task and marking criterion aligns with ULOs which in turn align with the appropriate CLOs.

3.2. Where feasible a small low weighted (up to 10% of the final mark) assessment task that provides summative feedback should be designed for inclusion within the first four weeks of teaching. As set out in the Unit Outlines, the Class Test is a written test consisting of 10 multiple choice questions and 5 short answer questions covering materials discussed in weeks 1 to 4. The test will assess the accounting knowledge and skill developed during the first 4 weeks.

3.3. Assessment tasks normally assess the valued knowledge, skills and application of knowledge and skills that students have had the opportunity to learn within the unit. Tasks can also build on knowledge, skills and application of knowledge and skills that are designated as prerequisites or assumed knowledge for the unit.

3.4. In first-year units, the assessment should aid students' transition to higher education and provide early feedback on progress to students and staff. Including ongoing and early assessments through the Weekly Tutorial Assessment and the Week4/5 Test allows for early detection of students facing difficulty and allows for early intervention.

3.5. Units contain a variety of assessment tasks types to reflect the needs of individual students and to support their engagement.

3.6. In designing the assessment tasks for a unit, consideration is given to:
>   3.6.1 Lyons College's curriculum design principles
>   3.6.2. the level of the unit (Introductory, Intermediate or Advanced);
>   3.6.3. linking the formative and summative assessment;
>   3.6.4. the amount of assessment required to generate evidence that enables reliable and valid judgments of student performance to be made about the degree to which the student has met the ULOs and CLOs;
>   3.6.5. the workload that the assessment requires of both students and markers and the sustainability of those approaches to assessment; and
>   3.6.6. professional accreditation requirements.

4. Number and weighting of assessment tasks

4.1. There will normally be two or three summative assessment tasks in each unit.

4.2. Each unit will include an early assessment (a Class Test in week 4 or 5) that provides formative feedback on academic progress, including identifying the need for additional support. This feedback will be provided within two weeks of the Class Test.

4.3. Up to 12 weekly assessment exercises are to be included in each unit through Tutorial Assessments as either formative assessment or as one of the unit's summative tasks.

4.4. Each summative assessment task is allocated a weighting reflecting its relative value in measuring the ULO and CLO and the student workload to successfully complete the task.

4.5. No assessment task in an undergraduate unit will be weighted at more than 50 percent of the total assessment value for the unit.

5. Distribution of assessment tasks

5.1. Assessment tasks in each unit will be distributed across the teaching weeks to facilitate student learning, maximise opportunities for students to benefit by receiving feedback from earlier assessment tasks prior to submitting subsequent tasks, and manage workloads for students and staff.

5.2. No unit will include both a central examination and another assessment task that is due outside the teaching weeks.

5.3. No assessment tasks are to be due during the Lyons College's identified exam preparation period or on a weekend or public holiday, unless attendance on a weekend or public holiday is a requirement of the unit.

6. Communicating assessment requirements to students

6.1. Provide every student with a copy of the Unit Guide based on the approved Unit Outline at least two weeks prior to the commencement of the teaching semester via the Learning Management System.

6.2. Where available, provide students with examples of assessment task including assessment tasks from previous semesters.

6.3. Group assessments must clearly outline the assessment criteria and how group assessments will be marked based on individual input to the final product.

7. Class participation and attendance

7.1. Class participation can be an assessment task which makes up part of the 20% allocation for Tutorial Assignments and Class Participation as set out in the Unit Outlines. Students are required to prepare and submit written answers to the weekly tutorial questions and present selected answers in the class.

7.2. Participation in class debate/ discussion will earn credit. The purpose of this assessment is to monitor students' progress throughout the semester on a regular basis so that any gap or problem is corrected every week before they become chronic.

7.3. Like all assessment tasks, participation will be assessed on an evidence basis through the application of criteria.

7.4. No result can be allocated for attendance alone.

8. Group work assessment tasks

8.1. Where group work is an assessment task, the Dean or Course Coordinator will design the curriculum to include procedures and learning activities to facilitate effective management of, and learning through, group work.

8.2. Group work can be assessed individually for each group member, collectively for the group, or by a weighted result allocation comprising both a whole group and individual component (including peer assessment). Students must be made aware of the criteria and any weighting associated with each criterion in the Unit Guide.

8.3. The assessment criteria will make it possible for students to be marked separately, should exceptional circumstances necessitate separate results.

8.4. Determining group membership

8.4.1. Academic staff will determine the makeup of groups for group assessments and group tasks. This will allow for a mix of students to balance the overall group capabilities.

8.4.2. The selection of group members should ensure cohesiveness so that group time and effort is spent on the task, rather than on developing cohesiveness and dealing with unproductive conflict.

8.5. Establishing the role(s) and responsibility of group members

8.5.1. Provide clear guidelines about the possible roles and expected contributions of group members to guide students' behaviour and contributions. Students may find simple suggestions about possible roles (for example, leader, notetaker and so on) useful for guiding their own discussions about roles.

8.5.2. Similarly, a discussion of the responsibility each group member has to the others in their group will not only provide guidance in what to reasonably expect from others but also in what other members are likely to expect from individual students in terms of contributions.

8.5.3. Groups should be able to allocate which areas of work are to be covered by each member. This must be conveyed to the academic staff at the start of the unit and can be used to determine final marks. With this knowledge and using peer evaluation, final marks for individual students can be determined taking into account all relevant factors.

8.6. Scheduling group meetings and update reports

8.6.1. Groups may have to schedule their own meetings to ensure that they take into account each other personal circumstances. This may include where to meet, the travel time and cost to all students, work commitments, family or parental commitments or any other factor which could affect any student in participating in scheduled meetings.

8.6.2. Academic staff can require update reports from groups. This can be counted towards the final mark. Where the group has allocated and notified academic staff which areas of work are to be covered by each member, this update report can track individual students' performance.

8.7. Academic staff observation of group dynamics and input

8.7.1. Direct observation by academic staff should be included when making final assessment determinations.

8.8. Final mark for group assessments

8.8.1. The following should be taken into account when awarding individual students marks as part of a group assessment task:

9. Peer assessment

9.1. Where peer assessment is utilised as a summative assessment task for group assessments, it can be weighted at a maximum of 10 percent of the total assessment for the course. Peer assessment can also be utilised formatively to enable students to actively improve their learning.

9.2. Processes for peer assessment will be designed to ensure that students are treated with fairness, consistency and respect. The Course Coordinator will provide written guidelines and criteria for students undertaking peer assessment.

9.3. The Course Coordinator will moderate the results of peer assessment as appropriate for formative tasks and as a requirement for summative tasks.

10. Implementing Assessment

10.1. Preventing Academic Misconduct including plagiarism and cheating:

10.1.1. Use strategies as set out in the Academic Integrity and Academic Misconduct Policy and Procedure to make students aware of their responsibility and Lyons College's commitment to ensuring Academic Integrity in assessment

10.1.2. In the implementation of assessment, employ strategies such as electronic detection of plagiarism and supervision of examinations, to prevent and detect plagiarism and cheating as set out in the Academic Integrity and Academic Misconduct Policy and Procedure.

10.1.3. Students will be required to submit all assessments electronically accompanied by a completed cover sheet and declaration form, unless specific circumstances require otherwise

10.2. Assessing students with disability or special circumstance

      10.2.1. Refer to *HE Admissions Policy and Procedure* and *Student Support, Welfare and Wellbeing* Policy *and Procedure*

11. Ensuring security of student submitted assessment materials

11.1. Collecting and recording submitted assessment tasks

      11.1.1. Arrange for the collection and recording of assessment tasks submitted by *students* utilising the Learning Management System

11.2. Arrange for the collection and recording of assessment tasks submitted by students utilising the University's approved Learning Management System

      11.2.1. Following Lyons College policy, securely store assessment tasks submitted by students while they are being assessed and prior to their return to the student. This process should be managed virtually, wherever possible, in accordance with *Lyons* College's Records *Management, Data and Information Security Policy*

11.3. Protecting confidentiality of students

      11.3.1. If the need arises for the Course Coordinator to discuss the work of a student with *staff* or other students, the discussion does not identify the author either directly or indirectly

11.4. Returning assessment tasks

      11.4.1. Return all assessment tasks submitted by students to the original author

      11.4.2. Assessment tasks are not to be collected by friends or colleagues unless authorised in writing by the author of the work

      11.4.3. This process should be managed virtually, via preferred university email address only

12. Ensuring assessment tasks are appropriately marked and graded

12.1. Marking and grading assessment is based on criterion defined in Assessment Rubric

      12.1.1. Identify any issues with the marking guide/rubric/expectations to assist in developing consistent responses/grades

      12.1.2. Assess student performance against attainment of intended ULOs or graded against the level of attainment of intended ULOs using explicit, pre-specified, and/or negotiated criteria (rather than assessed relative to the performance of other students in a cohort)

12.2. Re-assessment after a Grade and Mark is awarded

      12.2.1. A student can request a re-assessment for an assessment task. The request should be considered where the student can provide evidence that they should receive a higher mark and is at the discretion of learning facilitator.

      12.2.2. The student must apply for the re-assessment for an assessment task within five(5) business days of them receiving the mark.

12.3. Special consideration for illness or other condition which prevents a student from completing an assessment or examination

      12.3.1. If a student commences but is unable to finish an examination due to illness or other eligible cause they must be advised to inform the exam invigilator, who will note the time of exit and reason associated.

      12.3.2. Application for Assessment Special Consideration Form is to be completed by students wishing to apply for an extension to an assessment deadline or exam due to unexpected or extenuating circumstances. Unexpected or extenuating circumstances are those which were outside the control of the student and/or for which there was no opportunity to prepare in advance. The student needs to submit the completed form with required evidence and email it to the Learning

Facilitator copying academicprogression@lyons.edu.au

12.3.3. For an assessment deadline extension, the application must be submitted at least one (1) working day prior to the assessment due date, unless the evidence of unexpected or extenuating circumstances provided indicates this would not have been possible.

12.3.4 For Deferral of examination, the application must be submitted at least one (1) working day prior to the scheduled examination, unless the evidence of unexpected or extenuating circumstances provided indicates this would not have been possible.

12.3.5 For Resubmission of an assessment or resitting an examination, the application must be submitted within five (5) working days of the assessment due date or examination date, unless the evidence of unexpected or extenuating circumstances provided indicates this would not have been possible.

12.3.6 Other modified assessment arrangement are designed to address your inability to perform the assessment as required due to unexpected or extenuating circumstances (e.g., an oral examination instead of a written examination due to temporary disability). The application must be submitted within one (1) working day of the assessment deadline or scheduled examination, unless the evidence of unexpected or extenuating circumstances provided indicates this would not have been possible.

12.3.7   If approved, the learning facilitator must provide a revised due date (within 5 working days). The lecturer needs to provide a copy of the completed application form to the student, and an electronic copy of the completed application form with supporting documentation to AcademicProgression@Lyons.edu.au. Academic progressions to save it on Meshed(Student Management System.

12.4 Word count
Writing to a word count is both a professional and academic skill that needs to be developed as part of a student's academic writing. The purpose of setting a word count is to give a clear indication of the minimum and maximum length of a piece of assessed written work and the amount of work and detail expected. Word counts are set appropriate to the assessment outcomes.

12.4.1. Responsibilities
12.4.1.1 Learning facilitator is responsible for informing students about all assessment requirements, including word counts and the penalty for exceeding it, if relevant. They should consider the student's experience, stage or level in the course when applying this procedure and potential penalties.

12.4.1.2 Student must include their word count on their cover or title page as part of the assignment submission.

12.4.2 Procedure
The learning facilitator should discuss the word count expectations and approach in relation to assessments both at the beginning and throughout the study period (either in class for face-to-face delivery or via Teams sessions for online delivery). The information should include:
- word count in terms of the number of words and what is included, and
- penalties for exceeding the word count.

12.4.3 Applying penalties
The learning facilitator must first mark an assessment without consideration of the word count to assess if the student has satisfactorily met the learning outcomes and requirements of the assessment. The word count is then checked against the Unit outline requirement. As a general rule, penalties will only apply:
- on anything within +/- 10% of the word limit no penalty is applied.
- on anything more than +/- 20% of the word limit, a penalty of 5% of the total marks allocated to the assessment will be applied for every 20% (or part thereof) over the stated word limit.

If the student failed the assessment on initial marking, then a FAIL grade will apply.

12.4.4 Word count inclusions
Word count includes *everything* in the main body of the text (including headings, citations, quotes, lists, etc.).
The title page, executive summary, list of references and appendices are NOT included in the word count unless it is clearly stated in the assessment instructions that there is an exception to this rule. Generally, tables are not included either, but sometimes this depends on the assignment and students need to check this with their learning facilitator.

12.4.5 The standard referencing system at Lyons College is the Harvard Style Referencing

12.5 Late Submission penalties

12.5.1. Responsibilities
12.5.1.1 Learning facilitator is responsible for informing students about all assessment requirements, submission deadline and late penalties if relevant.

12.4.1.2 Student must include their submission date on their cover or title page as part of the assignment submission.

12.5.2 Applying penalties
The learning facilitator must first mark an assessment without consideration of the late penalty to assess if the student has satisfactorily met the learning outcomes and requirements of the assessment. If the student failed the assessment on initial marking, then a FAIL grade will apply.

The submission date is then checked against the assessment deadline requirement. As a general rule, penalties will only apply:
- For every one 1 day (2 to 24 hours) of submission after deadline, minus 10% of the total marks allocated to the assessment will be applied as late penalty.
- Note the total marks is not the marks obtained by the student, but maximum marks for the assessment.
- Example, if the submission is late by 36 hours, two days of late penalty will apply. This means a deduction of 20 marks if the assignment total was of 100 marks.
- For five (5) or more days of late submission, a FAIL grade is applied.

12.6. Recording assessment results
12.4.1. All results are to be recorded and maintained in the Student Management System in accordance with Lyons College's Records Management, Data and Information Security Policy

13. Feedback to students regarding assessment
13.1. Providing feedback

13.1.1. Provide feedback to students on submitted assessable tasks, both formative and summative, within two weeks of submission, with sufficient information to allow the student to determine how their work could be improved. This might include identifying areas that require further study and any other strategies that may assist the student in the learning process

13.2. Discussing assessment attempts with students
13.2.1. Allocate time for students to meet with the learning facilitator to discuss their studies and assessable tasks

13.3. Appealing against an assessment outcome
13.3.1. A student may appeal an assessment outcome under the *Student Complaints and Appeals Policy and Procedure*

14. Moderation

    14.1. Overseeing the moderation process

        14.1.1. Following the marking of students' work, for every teaching period provide a designated statistically valid sample of student work for all summative assessment tasks and for designated continuous assessment tasks

        14.1.2. The highest and lowest graded assessment will be moderated

        14.1.3. All assessments which received a mark of less than 50% will be moderated

        14.1.4. Moderation must not be performed by the academic staff member who originally graded the assessment

        14.1.5. The moderator must use the same assessment criteria or rubric that the original marker used

        14.1.6. Determine corrective action on the basis of moderation results

        14.1.7. Advise the outcome of the moderation to the Course Coordinator and LTC

        14.1.8. Seek advice about corrective action, as appropriate and report to Course Coordinator or Dean

        14.1.9. Record feedback

        14.1.10. Store completed document/s in the student management system.

    14.2. Reporting provisional results

        14.2.1. Receive report/s and ensure that any necessary actions (such as re-marking) are taken

        14.2.2. As directed by the School and the Moderation Resource, a moderators' meeting may be convened for this purpose

        14.2.3. Provide a report on the results of moderation of assessment to the School Board at the end of each semester

    14.3. Approving, recording and reporting of moderated results

        14.3.1. Confirming and approving students' results

            14.3.1.1. The Dean or Course Coordinator will submit report to LTC in approved format

        14.3.2. Recording and releasing final results

            14.3.2.1. Marks will be entered into the student management system

            14.3.2.2. Marks will be made accessible to students via the learning management system

        14.3.3. Responding to student appeals

            14.3.3.1. Any appeal or requests for re-marking must be submittd by the student in writing under the *Student Complaints and Appeals Policy and* Procedure

Version	Date	Resolution	Comments
V1.0	21/08/2019	20190821/04	Initial policy created
220727	27/07/2022	22020727/XX	Procedure reviewed, updated for greater clarity

Application for Assessment Special Consideration From

Instructions to students:

This form is to be completed by students wishing to apply for an extension to an assessment deadline or exam due to unexpected or extenuating circumstances. Unexpected or extenuating circumstances are those which were outside the control of the student and/or for which there was no opportunity to prepare in advance. Please submit the completed form and required evidence and email it to your Lecturer and cc: academicprogression@lyons.edu.au

Part 1. Student to Complete					
First Name		Middle Name		Family Name	
Student ID		Course		Study Period	
Unit Name/Code		Assessment No.		Original Deadline	

Part 2. Modified assessment arrangement requested / Extension	
☐　　An assessment deadline extension	Your application must be submitted at least one (1) working day prior to the assessment due date, unless the evidence of unexpected or extenuating circumstances provided indicates this would not have been possible.
☐　　Deferral of examination	Your application must be submitted at least one (1) working day prior to the scheduled examination, unless the evidence of unexpected or extenuating circumstances provided indicates this would not have been possible.
☐　　Resubmission of an assessment or resitting an examination	Your application must be submitted within five (5) working days of the assessment due date or examination date, unless the evidence of unexpected or extenuating circumstances provided indicates this would not have been possible.

☐　　Other modified assessment arrangement-

Other modified assessment arrangements are designed to address your inability to perform the assessment as required due to unexpected or extenuating circumstances (e.g., an oral examination instead of a written examination due to temporary disability). Your application must be submitted within one (1) working day of the assessment deadline or scheduled examination, unless the evidence of unexpected or extenuating circumstances provided indicates this would not have been possible

Part 3. Reason for application and supporting document:

To support your application, you must provide (and attach) supporting documentation which includes:

• The date your circumstances began

• How your circumstances affected your ability to complete your assessment/examination

Part 4. Declaration

I declare that to the best of my knowledge, the information I have supplied on this form is true and correct.

Signature		Date	

Part 4. Learning Facilitator (Lecturer) to complete

* I have considered the information provided in this form and the supporting documentation and have made this decision in accordance with the applicable assessment policy:

Application Approved (Yes/No)		If approved, revised due date (within 5 working days)	
If declined, State Reason			
Lecturer's Name		Signature	

Part 5. Program Director's Approval

Applications requiring more than 10 working days' extension, adjustment to final assessment result or provision of a supplementary assessment, or other modified assessment arrangements need to be referred to the Program Director for a decision. Requests for adjustment to results or supplementary assessments need to be referred to the Examination Committee through the Program Director.

Application Approved (Yes/No)		If approved, Revised due date (within 10 working days)	
If declined, State Reason			
Lecturer's Name		Signature	

The lecturer needs to provide:

1. a copy of the completed application form to the student, and

2. an electronic copy of the completed application form with supporting documentation to AcademicProgression@Lyons.edu.au

3. Academic progressions to save it on Meshed.