

1. PURPOSE

To provide a framework for higher education assessment, including pre and post assessment moderation.

2. SCOPE

Applies to all Holmesglen's higher education programs.

3. POLICY STATEMENT

This policy provides a framework intended to ensure:

- validity of assessments and marking across the range of higher education programs delivered by Holmesglen;
- assessment strategies provide equal opportunities for learners;
- consistent and appropriate standards of assessment through comprehensive pre-assessment, and, internal and external post-assessment, moderation processes.

4. PRINCIPLES

4.1. General principles

- (i) All learners receive fair and equitable treatment in relation to the assessment and marking of their achievement of subject and program learning outcomes.
- (ii) Assessment practices are for learning and of learning.
- (iii) Programs and subjects include a variety of assessment types consistent with the learning outcomes being assessed.
- (iv) Comprehensive design and moderation processes ensure that assessment methods are fit for purpose, valid, reliable and effective.
- (v) Assessment practices must be subject to quality assurance processes to facilitate continuous improvement.
- (vi) Assessment methods:
 - are consistent across groups being taught the same subject;
 - are inclusive and equitable, valid and reliable;
 - encourage academic integrity and free intellectual inquiry.
- (vii) Information about assessments is readily available and includes marking guides used for marking assessments, including examinations.
- (viii) Assessors provide high quality, timely, detailed feedback to learners in relation to all assessment items with the exception of the final examinations.
- (ix) The number of assessments for each subject is manageable within the context of learner workload demands across the program.
- (x) The quality of assessment must be assured through a Departmental pre-assessment moderation process which forms part of Holmesglen's quality assurance framework.
- (xi) Special consideration, deferred assessment and extension to assessment must be made available to learners disadvantaged due to a personal circumstance or event.

4.2. Assessment design

- (i) Learning outcomes must be:
 - (a) specified for each program and subject within a program

- (b) consistent with the level and field of education of the qualification awarded
- (c) informed by national and international comparators and encompass discipline-related and generic learning outcomes including:
 - specific knowledge and skills and their application that characterise the field(s) of education and disciplines involved;
 - generic skills and their application that characterise the field(s) of education and disciplines involved;
 - knowledge and skills required for employment and further study related to the program of study, including those required to be eligible to seek registration to practise where applicable;
 - skills in independent and critical thinking suitable for life-long learning.
- (ii) Assessment strategies and methods are:
 - (a) consistent with the learning outcomes being assessed,
 - (b) capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of learner attainment.
- (iii) Assessment strategies enable learners to demonstrate that on completion of a program of study they have achieved the learning outcomes specified for the program of study, whether assessed at subject level, program level, or in combination.
- (iv) Assessments must be mapped to the program learning outcomes, the subject learning outcomes, and the Holmesglen graduate attributes to ensure appropriate constructive alignment.
- (v) Assessment provides an appropriate balance between early (formative) assessment, for the purpose of providing early feedback and summative assessment reflecting the learning achieved.
- (vi) There should be no less than two (2) forms of assessment in each subject with a minimum value of five percent (5%) and a maximum of no more than 60 percent (60%) per assessment item except where professional body accreditation requires a higher percentage for specific assessment methods. The weighting of each piece of assessment should be appropriately balanced.
- (vii) Assessment design must give consideration to the different modes of delivery and/or participation in the program, and the specific needs of particular individuals or cohorts.
- (viii) Assessment tasks requiring group work must meet the following criteria:
 - (a) the forms of assessment are appropriate to the required learning outcomes and suitable for use in group work;
 - (b) where it is proposed to provide different marks for learners, the task must clearly identify how learners contribution to the group work will be assessed;
 - (c) appropriate plans are put in place and conditions specified for when a group is to be disbanded or a learner is permitted to leave the group;
 - (d) the marking guide (rubric) is specifically designed for use in groupwork.

4.3. Subject guides

- (i) Subject guides are available to all enrolled learners no later than at the commencement of each subject and include:
 - (a) a marking guide containing specific assessment criteria for each piece of assessment, excluding final examinations;
 - (b) the required conditions for passing the subject;
 - (c) whether any hurdle assessments apply and the result of failure to pass these;

- (d) specific assessment requirements relating to class attendance and participation. Where attendance is required as part of assessment, records will be maintained in accordance with the provisions for retention of assessments;
- (e) a requirement that learners retain copies of all assessment items for a subject, pending the release of a final grade;
- (f) the date by which each item of assessment is due, including the penalties applicable for the late submission of the assessment item.

4.4. Special consideration and deferred assessment

Applications for special consideration or deferred assessment may be made by learners who have been adversely affected by circumstances or events which have impacted their assessment.

4.5. Extension of time for assigned work

- (i) Extension of time for assigned work may be granted for up to a maximum of two weeks to eligible learners, where temporary circumstances of a personal or work-related nature adversely affect the learner's ability to submit on time.
- (ii) The extension period will reflect the severity and/or duration of the learner's particular circumstances. Where the severity and/or duration of the particular circumstances warrant longer than two weeks, the learner must apply for deferred assessment, special consideration or intermission of study.

4.6. Supplementary assessment

- (i) A supplementary assessment may be granted to a learner who would otherwise fail, on the following criteria:
 - (a) the learner has been marked at 45-49% of the mark;
 - (b) the learner has not failed two or more subjects in the relevant enrolment period;
 - (c) the subject has two or more assessment items and the learner has passed all but one.
- (ii) Following the supplementary assessment the learner's final mark for the subject will either be a pass grade of 50% or a fail grade.

4.7. Conceded pass

- (i) A conceded pass is a pass grade that may be given to learners within the 45-49% band without the need for supplementary assessment. To be eligible for a conceded pass the learner must have:
 - (a) achieved a final mark of 45-49%
 - (b) attempted all required assessment tasks for a subject, including any final examination
 - (c) met any hurdle requirement satisfactorily for the subject
 - (d) the subject is not required as a pre-requisite for further subjects.
- (ii) To be granted a conceded pass, the following conditions apply:
 - (a) conceded pass grades can only be used in undergraduate programs
 - (b) conceded pass grades are not available for single subject enrolment
 - (c) conceded pass grades do not satisfy pre-requisite requirements
 - (d) a conceded pass subject cannot be used as the basis for an application for credit in a Holmesglen program of study
 - (e) a maximum of two conceded passes will be allowed across a program, with a limit of one only in the final year of the program

- (f) conceded pass grades can only be granted in a subject if it does not compromise any accreditation requirements for the relevant programs by the professional body
- (g) the Grade Point Average (GPA) weighting for a conceded pass is 0.5.
- (iii) The decision to award a conceded pass grade will be made by the Faculty Board of Examiners and the learner is not advised of the outcome prior to receiving their results.
- (iv) The learner is provided with the option to repeat the subject if they want a standard grade.

4.8. Hurdle requirements

- (i) A hurdle requirement in a program or subject is a compulsory aspect or component of the program/subject that must be complied with to a satisfactory standard in order for a learner to be eligible to receive a pass grade or above for a subject or to graduate from the program of study.
- (ii) Hurdle requirements are clearly articulated/explained in each program of study guide and subject outline as per the curriculum documentation and provided to learners at the commencement of the program and subject.

4.9. Work placement

Program and/or subject requirements may specify that learners undertake work placement as a component of the subject and/or program of study.

4.10. Assessment results

- (i) Results for all subjects are recorded on Holmesglen's Student Management System (SMS) in the form of alpha and numeric grades except for subjects assessed as 'Ungraded Pass', 'Conceded Pass', 'Fail' or 'Exemption which will receive an alpha grade only.
- (ii) Centralised administrative rules for entering subject final results into the SMS ensure that learners have prompt access to this data for additional academic or personal pursuits.
- (iii) Learner results may only be accessed by authorised personnel to safeguard the data and learner privacy in accordance with the Holmesglen's Privacy Policy and Information Security Policy.

4.11. Learner progress

- (i) Learner's 'at risk' or with 'unsatisfactory program progress' are identified and supported in accordance with the Progression Procedure (Higher Education).
- (ii) Unsatisfactory program progress reports for all Overseas Learners are forwarded to International Student Programs for action.

4.12. Submission of assessment items

- (i) Each Faculty stipulates specific assessment submission formats.
- (ii) All written submissions must be word processed and, if not submitted electronically via the Learning Management System, they must have a signed Holmesglen Higher Education Cover Sheet attached to the front of the assessment item.
- (iii) Failure to submit an assessment item by the due date will incur a penalty as stipulated in the subject guide provided to learners. The maximum penalty allowed is ten percent of the total marks per working day.

4.13. Moderation of assessment

- (i) All subject assessment tasks, including examinations, must undergo pre-assessment moderation each time the subject is offered.
- (ii) Internal post-assessment moderation must be conducted for each subject per enrolment period.

- (iii) External post-assessment moderation must be conducted at least biennially as part of the external review and moderation process for higher education programs.

4.14. Grading of assessment

Assessment outcomes are graded in accordance with the table in [Appendix 1](#) of this Policy.

4.15. Academic misconduct related to assessment

- (i) Learners are informed of their rights and obligations with regard to academic misconduct at the commencement of their programs. Learners who are suspected or accused of academic misconduct shall:
 - have their case dealt with on its merits;
 - be entitled to be treated fairly and with dignity;
 - be regarded as not having committed the misconduct until proven otherwise;
 - have the right of appeal against a misconduct decision.
- (ii) Cases of academic misconduct are dealt with in accordance with the Academic Integrity Policy. If a learner is found guilty of academic misconduct, a fail grade will be awarded for the subject and further action may be taken in line with the policy and Academic Misconduct Procedure (Learners).
- (iii) Learners wishing to appeal any decision related to academic misconduct must follow the Appeals Policy (Learners).

4.16. Assessment appeal

- (i) Learners have the right to appeal an assessment decision when the grounds of appeal are satisfied as defined in the Appeals Policy (Learners) and any of the following has occurred in the assessment decision:
 - a) An error has occurred in the calculation of the result/mark
 - b) The assessment did not comply with the criteria and description in the program and/or subject guide and/or assessment task description
 - c) The assessment criteria did not meet the requirements of the program, or differs from the agreed assessment criteria
 - d) The assessment did not comply with Holmesglen policies on assessment (ie an error in process has occurred)
 - e) Inappropriate penalties have been applied
 - f) Other reasonable grounds exist.
- (ii) Learners wishing to appeal an assessment decision must follow the Appeals Policy (Learners).

5. ACCOUNTABILITIES

Action	Accountability
<ul style="list-style-type: none"> ▪ Ensure all higher education learners are informed about Holmesglen's Assessment and Moderation Policy and associated Procedures. ▪ Implementation of this policy and associated procedures 	Dean
<ul style="list-style-type: none"> ▪ Review internal and external moderation reports and learner performance data ▪ Authorise release of final results following ratification by the Board of Examiners 	Head of Department

Action	Accountability
<ul style="list-style-type: none"> Authorisation of academic misconduct penalties 	Dean and/or Chair of Academic Misconduct Committee
<ul style="list-style-type: none"> Monitor learner progress 	Course Leader
<ul style="list-style-type: none"> Conduct assessment and record assessment results on the SMS 	Lecturer
<ul style="list-style-type: none"> Notify Course Leader of lost examinations or partial examinations 	Registrar or Academic employees
<ul style="list-style-type: none"> Retention of learner records including in relation to lost examinations 	Registrar's Department

6. DEFINITIONS

Term	Meaning
Assessment	A process used to gauge whether a learner has achieved the learning outcomes for a subject and program.
Assessment moderation	A quality assurance process intended to ensure assessments are consistent, accurate, fair and maintain academic standards.
Deferred assessment	<p>May be granted to learners were unable to complete an assessment task by the due date or attend an examination due to particular circumstance or events such as medical, significant personal hardship or another serious reason.</p> <p>Deferred assessment can only be applied when an assessment task has not been completed.</p>
Special consideration	Consideration may be given to learners who have completed an assessment task or attended an examination and whose assessment outcomes have been adversely affected by illness, significant personal hardship or another serious reason.
Supplementary assessment	May be granted to a learner in certain circumstances such as the achievement of a mark within a particular range and/or after certain pre-requisites have been satisfied.
Hurdle requirements	<p>A conditional requirement which learners must meet in order to pass a subject or to complete a program of study</p> <p>Hurdle requirements vary from program to program and are identified for the program and/or subject details in the curriculum documentation. An explanation of any hurdle requirements, including the standards required to meet the hurdle requirement, must be provided to learners in the program of study and subject guides distributed at the commencement of the subject.</p>
Academic misconduct	Seeking to obtain an unfair disadvantage in a written, oral or practical assessment or examination (see Academic Integrity Policy).
Academic integrity	The Higher Education Standards Framework (Threshold Standards) 2021 defines it as the moral code of academia. It involves using, generating and communicating information in an ethical, honest and responsible manner.

Term	Meaning
Pre-assessment moderation	The process to validate the appropriateness, clarity and fairness of assessment tasks and their alignment to subject- and program-level learning outcomes.
Post-assessment moderation	The process of internal and external checking of a representative sample of marked learners' work to ensure marking is consistent, fair and accurate, and that it aligns with published assessment criteria.
Internal moderation	Process undertaken to ensure that learners are not disadvantaged or advantaged by lack of consistency in the assessment of items contributing to a learner's final grade in a subject.
External moderation	Process undertaken to ensure consistent and appropriate standards of assessment for the relevant education level of the program of study.
Grade Point Average (GPA)	A grade that is given to learners on completion of their program of study that is the average result of all grades achieved by the learner in their program of study, weighted by the credit value of each subject.
Enrolment period	This may be a year, a semester or a trimester over which a subject is delivered.
Work placement	Work placement encompasses any arrangement where learners undertake learning in a workplace outside of Holmesglen as part of their program of study, including internships, clinical and practicum professional placements, workplace projects.
Marking guide	The criteria used to assess learners work such as scoring rubrics or examination answer guides.
Overseas Learners	<p>Overseas learners are 'overseas students' (as defined within the ESOS Act).</p> <p>This includes the enrolment of a person, (whether inside or outside Australia) who holds a 'student visa' to undertake study in a course that is registered on the CRICOS Register.</p> <p>Persons with the following visa are excluded (as defined in regulation 1.03 of the Migration Regulations 1994):</p> <ul style="list-style-type: none"> ▪ a Subclass 576 (Foreign Affairs and Defence Sector) visa, or ▪ a person who satisfies the secondary criteria, but not the primary criteria, under the Migration Regulations 1994 for the grant of the visa, or ▪ a secondary exchange student within the meaning of the Migration Regulations 1994, or ▪ an overseas student who has been approved under a scholarship scheme, or an exchange scheme, sponsored by the Commonwealth to undertake a course of study or training in Australia.
Quality assurance processes	Processes built into Holmesglen's policies and procedures to support quality practice across all areas of Holmesglen, including teaching, learning and assessment in Higher Education, as a provider of excellence in education.
Quality assurance framework	The overarching framework that guides all education and support services practices of Holmesglen as an provider of education.

7. CONTEXT AND/OR REFERENCED DOCUMENTS

Internal

Academic Integrity Policy
Academic Misconduct Procedure (Learners)
Appeals Policy (Learners)
Enrolment Policy
Overseas Learners Policy
Privacy Policy
Progression Procedure (Higher Education)
Information Security Policy

External

Education Services for Overseas Students Act 2000 (Cth).
National Code of Practice for Providers of Education and Training to Overseas Students 2018
Australian Qualifications Framework (2013) (Pathways Policy)
Higher Education Standards Framework (Threshold Standards) 2021
Higher Education Support Act 2003

8. REVIEW

- 8.1 This policy must be reviewed no later than three years from the date of approval.
- 8.2 The policy will remain in force until such time as it has been reviewed and re-approved or rescinded. The policy may be withdrawn or amended as part of continuous improvement prior to the scheduled review date.

9. VERSION HISTORY

Version Number	Date	Summary of changes
1	October 2019	New policy. Replaced the Higher Education Rule for Assessment and Moderation
2	December 2023	Updated reference to new Appeals Policy.

APPENDIX 1 - HIGHER EDUCATION GRADES

Grade	Description	Result range / Mark
HD	High distinction	80-100 %
D	Distinction	70-79 %
C	Credit	60-69 %
P	Pass	50-59 %
N	Fail	0-49% Based on failure to achieve a pass grade in a subject having attempted all the subject assessment requirements
NX	Fail	Based on failure to attempt/submit one or more of the assessment requirements for a subject
NN	Fail	Based on no assessment task being submitted in a subject
NW	Fail	Based on written notification of withdrawal from a subject after the census date
PX	Ungraded pass	No higher grade available
CP	Conceded pass	
S	Supplementary Assessment	Interim grade pending supplementary assessment
NC	Not complete	Not complete
W	Withdrawn	Withdrawn
EX	Exemption	Exemption/credit granted on the basis of prior formal, informal and/or non-formal learning.
DA	Deferred Assessment	Interim Result – Deferred Assessment requested and granted
SC	Special Consideration	Interim Result – Special Consideration requested and granted