

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 courses.

3. POLICY STATEMENT

This policy provides a framework intended to ensure:

- validity of assessments and marking across the range of higher education courses delivered by Holmesglen
- assessment strategies provide equal opportunities for learners
- consistent and appropriate standards of assessment are applied through comprehensive pre-assessment, and internal and external post-assessment moderation processes
- the integrity of assessment involving work integrated learning with practical and professional relevance.

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 course learning outcomes.
- (ii) Assessment practices are for learning and of learning.
- (iii) Courses 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, constructive 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 course.
- (x) Assessments incorporate industry developments in the use of artificial intelligence and other emerging technologies.
- (xi) The quality of assessment must be assured through a Departmental pre-assessment moderation process which forms part of Holmesglen's quality assurance framework.
- (xii) 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 course and subject within a course
 - (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 course, 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 course they have achieved the learning outcomes specified for the course, whether assessed at subject level, course level, or in combination.
- (iv) Assessments must be mapped to the course 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 consider the different modes of delivery and/or participation in the course, 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 assessment 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. Applications must be accompanied by supporting documents and stored in the Document Management System.

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 courses
 - (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 course
- (e) a maximum of two conceded passes will be allowed across a course, with a limit of one only in the final year of the course
- (f) conceded pass grades can only be granted in a subject if it does not compromise any accreditation requirements for the relevant courses 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 course or subject is a compulsory aspect or component of the course/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 course.
- (ii) Hurdle requirements are clearly articulated/explained in each course guide and subject outline as per the curriculum documentation and provided to learners at the commencement of the course and subject.

4.9. Work integrated learning

- (i) Course and/or subject requirements may specify that learners undertake work integrated learning as a component of the subject and/or course.
- (ii) Suitable work integrated learning arrangements are identified and arranged as relevant to the course and ensures:
 - a) learner preparation, supervision and monitoring of progress
 - b) plans are agreed with partner organisations (where relevant) and designed to be safe, accessible and equitable for all stakeholders.

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 course progress' are identified and supported in accordance with the [Progression Procedure \(Higher Education\)](#).
- (ii) Work integrated learning components of a subjects/s informs learner progress.
- (iii) Unsatisfactory course progress reports for all Overseas Learners are forwarded to Manager International Student Administration & Support (through Holmesglen Assist) 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 (LMS), 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 for the assessment per working day.

4.13. Moderation of assessment

- (i) All subject assessment tasks, including examinations, must undergo pre-assessment moderation prior to the delivery of an assessment item. Examinations must undergo a pre-assessment moderation before each delivery. Ongoing pre-assessment moderation must align with the internal and external moderation activities detailed below.
- (ii) Internal post-assessment moderation must be conducted progressively with all assessments for all subjects moderated at least once every three years.
- (iii) External post-assessment moderation must be conducted at least biennially with the benchmarking of learner performance measures as indicated in the Course Development and Review Policy.

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 courses. 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, penalties and any further action will be taken in line with the Academic Integrity 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 course and/or subject guide and/or assessment task description
 - c) The assessment criteria did not meet the requirements of the course, 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. Approve and execute work integrated learning agreements. Ensure the safety and wellbeing of learners including while undertaking work integrated learning arrangements. Authorise release of final results following ratification by the Board of Examiners. 	Head of Department
<ul style="list-style-type: none"> Authorisation of academic misconduct penalties. 	Dean, Head of Department 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. 	Academic employees
<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
Academic misconduct	<p>Conduct by which a learner or employee seeks to gain for themselves or another person an unfair or unjustified advantage including cheating, contract cheating, collusion, plagiarism, copyright infringement, falsification of information, bribery and unacknowledged use of generative artificial intelligence.</p> <p>Other forms of academic misconduct include:</p>

Term	Meaning
	<ul style="list-style-type: none"> a) claiming authorship of another's work in teaching materials, learning resources, applied research or assessment b) claiming authorship of work generated by artificial intelligence c) helping or attempting to help a learner to cheat including: <ul style="list-style-type: none"> i. doing work for a learner ii. designing or producing a project for a learner iii. providing answers for an exam, test, quiz or assignment including by electronic device iv. providing a learner with an advance copy of a test, quiz, examination or assignment v. leaving relevant materials behind at the examination, quiz or test site d) altering the outcome of results or influencing others to do so e) not accurately implementing assessment marking guides or relevant assessment policies and procedures f) acting dishonestly or improperly in assessment tasks or when assessing learner work g) falsification of or distorting data h) attending classes or examinations on behalf of someone else or asking someone to attend a class or take an examination instead of the enrolled learner, and i) interfering with the work of others, such as sabotaging laboratory experiments, research or digital files, providing misleading information, or disrupting teaching and learning activities.
Academic integrity	<p>Academic integrity involves using, generating and communicating information in an ethical, honest and responsible manner.</p> <p>Academic integrity involves honesty, responsibility and the maintenance of academic standards. Honesty in this context means that all work results from an individual's own efforts and that credit is given to other peoples' ideas, including ideas generated by artificial intelligence.</p> <p>Maintaining academic integrity involves:</p> <ul style="list-style-type: none"> a) creating and expressing one's own ideas in work b) acknowledging all sources of information c) completing assessments and research independently or acknowledging collaboration d) accurately reporting results when conducting research or in clinical or laboratory work e) honesty during examinations f) making assessment decisions in a fair manner and in accordance with the relevant marking guide, information provided to learners and other assessment protocols.
Assessment	A process used to gauge whether a learner has achieved the learning outcomes for a subject and course.
Assessment moderation	A quality assurance process intended to ensure assessments are consistent, accurate, fair and maintain academic standards.

Term	Meaning
Deferred assessment	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 condition, significant personal hardship or another serious reason. Deferred assessment can only be applied for when an assessment task has not been completed.
Enrolment period	This may be a year, semester, trimester, term or other defined period over which a subject is delivered.
External post-assessment moderation	Process undertaken to ensure consistent and appropriate standards of assessment for the relevant education level of the course by an external academic expert.
Grade Point Average (GPA)	A grade that is given to learners on completion of their course that is the average result of all grades achieved by the learner in their course, weighted by the credit value of each subject.
Hurdle requirements	A conditional requirement which learners must meet in order to pass a subject or to complete a course. Hurdle requirements vary from course to course and are identified for the course 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 course and subject guides distributed at the commencement of the subject.
Internal pre-assessment moderation	The process to validate the appropriateness, clarity and fairness of assessment tasks and their alignment to subject and course learning outcomes. It also validates the appropriateness of marking guides, including rubric quality descriptors.
Internal post-assessment moderation	The process of internal checking 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.
Marking guide	The criteria used to assess learners work such as scoring rubrics or examination answer guides.
Moderation	Processes undertaken to establish comparability of standards of learner performance across, for example, different markers, locations, subjects, providers and/or courses of study. Moderation process and activities aim to assure: <ul style="list-style-type: none"> consistency or comparability, appropriateness, and fairness of assessment judgments the validity and reliability of assessment tasks, criteria and standards.
Overseas Learners	Overseas learners are 'overseas students' (as defined within the ESOS Act). 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. Persons with the following visa are excluded (as defined in regulation 1.03 of the Migration Regulations 1994): <ul style="list-style-type: none"> a Subclass 576 (Foreign Affairs and Defence Sector) visa, or

Term	Meaning
	<ul style="list-style-type: none"> 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 a provider of education.
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 a medical condition, significant personal hardship or another serious reason.
Student Management System (SMS)	The Student Management System (Banner) records learner's previous and current registrations and related records including learner results.
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.
Work integrated learning	<p>In accordance with Schedule 1 of the Higher Education Support Act 2003, work integrated learning is when such activities are undertaken in industry and is work:</p> <ul style="list-style-type: none"> (a) that is done as a part of, or in connection with a course of study; and (b) in respect of which learner learning and performance is not directed by the provider; and (c) the purpose of which is to obtain work experience relevant to the course of study; and (d) that meets any other requirements specified in the Administration Guidelines. <p>In the context of this procedure, WIL encompasses any arrangement where learners undertake learning in a workplace outside of Holmesglen as part of their course, including</p> <ul style="list-style-type: none"> professional workplace placements ie internships, clinical placements, fieldwork, practicums, workplace projects. Online or virtual workplace projects eg telehealth with real clients workplace projects that involve the workplace, community or professional partners a simulated work environment with industry input, consultation or assessment, or activities in other contexts involving industry or community partners.

CONTEXT AND/OR REFERENCED DOCUMENTS

Internal

Academic Integrity Policy
Academic Misconduct Procedure (Learners)
Appeals Policy (Learners)
Course Development and Review Policy (Higher Education)
Enrolment Policy
Information Security Policy
Overseas Learners Policy
Privacy Policy
Progression Procedure (Higher Education)
Support and Wellbeing Policy (Learners)
Support and Wellbeing Procedure (Learners)
Teaching and Learning Policy (Higher Education)
Work Integrated Learning Procedure (Higher Education)

External

[Australian Qualifications Framework \(2013\)](#) (Pathways Policy)
[Education Services for Overseas Students Act 2000 \(Cth\)](#)
[Higher Education Standards Framework \(Threshold Standards\) 2021](#)
[Higher Education Support Act 2003](#)
[Higher Education Support \(Administration\) Guidelines 2022](#)
[National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)
[Worker Screening Act 2020 \(Vic\)](#)

7. 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.

8. 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.
3	May 2024	Updated to reference work integrated learning arrangements, moderation of assessment, higher education policies and terminology.

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