

Assessment and Moderation Policy (CC)

Colleges of Business and Technology (WA) Pty Ltd
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Document

Document Name	Assessment and Moderation Policy (CC)
Brief Description	This policy outlines Curtin College's internal and external assessment and moderation processes as a quality assurance mechanism to ensure validity and reliability of expected learning outcomes, assessment tasks, marking criteria and final grades.
Responsibility	College Director & Principal CC
Initial Issue Date	17/03/2021

Version Control

Date	Version No.	Summary of Changes	Reviewer Name and Department/Office
17/03/2021	4.0	Complete review and refresh of this Policy document to align with regulatory obligations.	Academic Director

Related Documents

Name	Location
Access, Diversity, Equity and Inclusion Policy	Policy HUB and College website
Appeals Policy	Policy HUB and College website
Articulation Rules for all Programs	Curtin College 'H' Drive
Assessment and Moderation Process	Policy HUB and College website
Awards and Graduation Policy	Curtin College 'H' Drive and College website
College Code of Conduct	Policy HUB and College website
Complaints Policy	Policy HUB and College website
Progress and Intervention Policy	Policy HUB and College website
Supplementary Assessment Policy	Curtin College 'H' Drive and College website

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1 Purpose and Scope

1.1 Introduction

- a) The *Assessment and Moderation Policy* (“**Policy**”) sets out the approach of Curtin College (the “**College**”) relating to the management of the internal and external assessment and moderation processes at the College.

1.2 Purpose

- a) The purpose of this Policy is to ensure that teaching staff at the College are making consistent and accurate assessment decisions in accordance with the criteria defined for the assessment items (see *Assessment and Moderation Procedure*).
- b) This Policy is also designed to verify the validity of assessment instruments and reliability of assessment decisions made by the College’s teaching staff.
- c) Moderation of assessment covers the entire assessment event, including the design and post-event analysis of the fitness of the assessment of student learning.
- d) Assessment tasks and outcomes each require moderation to ensure consistency in measurement of student achievement of intended learning outcomes including between different markers and locations.

1.3 Scope

- a) This Policy has been prepared in accordance with the:
 - i. Higher Education Standards Framework 2015 (Standards 1.4, 3.1, 3.2 and 5.3); and,
 - ii. Australian Qualifications Framework (AQF) in relation to Level 5 Diploma Programs.
- b) It therefore sets out how the College complies with relevant legal standards and regulations regarding Assessment and Moderation and applies to:
 - i. All campuses teaching Curtin College Diploma level subjects;
 - ii. All units;
 - iii. All staff assessing student work; and,
 - iv. All students completing assessment tasks.

2 Policy Statement

2.1 Principles

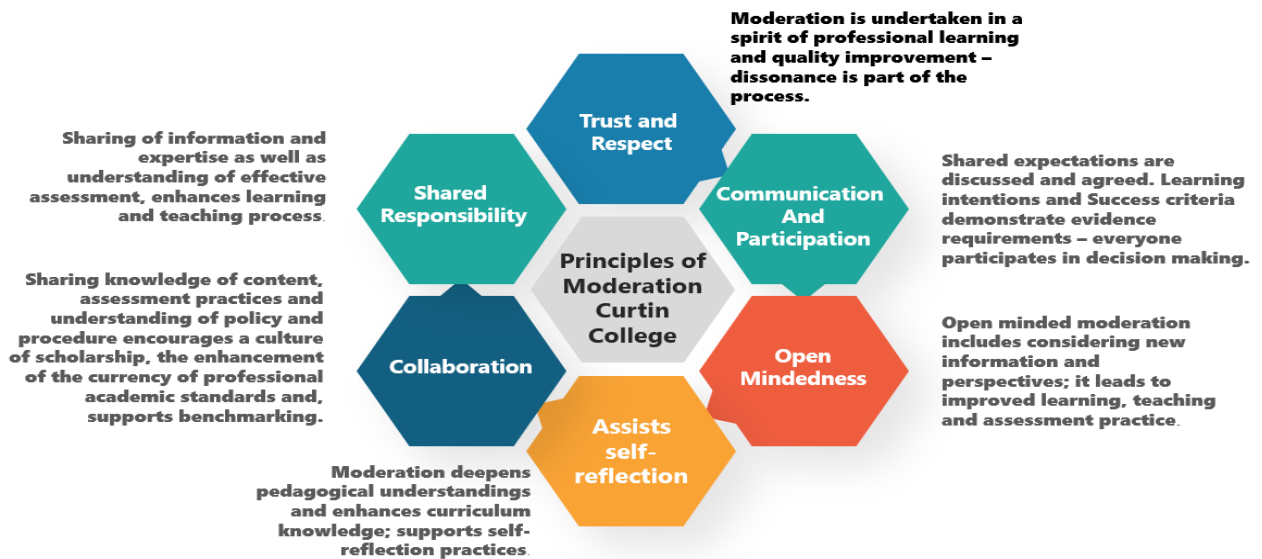
- a) The College’s overarching principle is that the needs of the student are paramount.
- b) In addition, the College is of the view that assessment and moderation are subject to the following principles and expectations:
 - i. Students and their parents/guardians must have confidence that the College is applying consistent benchmarks;
 - ii. Moderation supports teachers to compare their judgments to either confirm or adjust decisions to reflect assessment integrity;

- iii. All students should receive fair and equitable treatment in terms of marking and assessment within the College, its partner providers and between the College and the University Partner;
 - iv. Teachers sharing evidence of learning and collaborating to establish a shared understanding of what quality of evidence looks like, assures the moderation process and increases the dependability of assessment judgments;
 - v. Assessment practices will be subject to quality management processes;
 - vi. Assessment practices will be manageable and sustainable for students and the institution;
 - vii. Assessment design and methods will be fit for purpose and consistent with the intended learning outcomes;
 - viii. Assessment methods will provide evidence of individual student achievement of the intended learning outcomes;
 - ix. Assessment tasks will facilitate the student's ability to develop and demonstrate a range of graduate capabilities;
 - x. The assessment profile will provide high quality and timely feedback to students to support their learning;
 - xi. Assessment design will be inclusive and equitable, minimising potential differential advantage or disadvantage to students;
 - xii. Assessment requirements will be communicated to students via unit outlines, the student portal and student services; all information will be easily accessible and available in a timely manner;
 - xiii. The evaluation of requests to complete an assessment task later will be fair, transparent, equitable and auditable;
 - xiv. Submission of student work and decisions relating to assessment will be appropriately evidenced;
 - xv. Appropriate complaint and appeal provisions will be available in respect to relevant assessment decisions; and
 - xvi. Any student that is not satisfied with the result or conduct of any formal internal appeal process, may access an external right of complaint or appeal.
- c) The College's guide to better practice, is detailed in [Curtin's Assessment and Student Progression Manual](#).
- d) The College's approach to assessment and moderation is illustrated in Figure 1 on the following page.

2.2 Integrity

- a) Major Assessment tasks also require moderation, which may require the appointment of a 'second examiner' for individual tasks worth more than 20% of the final assessment in the subject. The 'second examiner' may be another member of the unit teaching team or a discipline expert.
- b) Student numbers rather than names are to be used as identifiers on examination papers, to facilitate anonymity of candidates.
- c) If a member of staff has, or has had, a significant personal relationship with a student, assessment tasks submitted by that student should be marked by a third party.
- d) Course Design and Assessment and Moderation meet with the requirements as set out in HESF Standards 1.4.1 – 1.4.4 and 3.1.1 - 3.1.5, and the *Australian Qualifications Framework (AQF) Level 5 Diploma Criteria* and the *National Standards for Foundation Programs*.

Figure 1: Framework for Assessment and Moderation



2.3 Moderation of Assessment Outcomes

- Assessment outcomes should be moderated using appropriate methods, considering staff workloads and constraints including assessment timing.
- Where there are multiple instances of the subject and/or multiple people marking assessment tasks the College expects moderation of a selection of responses to assessment tasks.
- It is the responsibility of the Unit Coordinator to determine which responses should be moderated, in consultation with members of the Unit Teaching Team.
- Where there is more than one person marking an assessment task the use of marking schemes or grading descriptors indicating expected standards against assessment criteria will facilitate moderation of assessment outcomes.

2.4 Parameters for Assessment and Moderation

- The College engages in activities to moderate assessments between multiple classes of the same unit.
- The College engages in internal and external referencing of academic standards e.g. Benchmarking and External Referencing and peer review of assessment.
- The College offers assessment extensions in regard to deferred and late submission of assessments where the assessment deadline is extended as a result of compassionate or compelling circumstances.
- The College offers supplementary assessments.
- Supplementary assessments are formally approved by the Board of Examiners for a student to undertake an additional assessment task in order to provide an opportunity for the student to pass the unit. Refer to the Supplementary Assessment Policy [HERE](#).
- Service Taught Units - Curtin University's policies on assessment and moderation apply in all service taught units.

3 Responsibilities

Each of the positions involved in implementing and achieving policy objectives and carrying out procedures are clearly described here

Responsibility	CDP	AD	Prog. Mgrs	Unit Coords	Lecturers	Academic Board	Prog. Advisory Committee	SAS	MQRC	LTC	ALL
Consistency of assessment throughout each course of study	I	A/R	R	R	S	I	C	S	S	A	
Reporting to the Academic Board	I	A	S	S	S	I	S	S	C	R	
Alignment of individual units and the coherence of assessment tasks in each unit	I	A	R	R	R	I	S		C	A	
Convene 'unit' meetings to discuss similar curriculum and assessment issues	I	A	R	R	S	I	I	S	C	A	
Reporting to the College's leadership team	I	R	S	S	S				C	A	
Conducting review of all unit outlines on an annual basis as required	I	A	S	S	S	I	R		C	S	
Conducting program reviews on a triennial cycle or as required by major curriculum change	I	R	S	S	S	I	R		C	A	
Reviewing the distribution of grades on a trimester basis to ensure compliance with the College's Assessment and Moderation Policy	I	A	S	S	S	R			C	A/R	
Development of Moderation Plan for each trimester	I	R	S	S	S	I	C		C	A	
Development of Assessment Plan for each trimester to ensure alignment with learning outcomes in each unit of study	I	R	S	S	S	I			C	A	
Establish moderation teams for each unit of study	I	R	S	R	S	I			C	A	
Arrange for external moderation as required	I	R	S	S	S	I	I	S	C	A	
Assuring student feedback mechanisms	I	R	S	S	S	I		S	C	A	

R = Responsible, A = Accountable, S = Supporting, C = Consulting, I = Informed.

Responsibility	CDP	AD	Prog. Mgrs	Unit Coords	Lecturers	Academic Board	Prog. Advisory Committee	SAS	MQRC	LTC	ALL
Developing guidance for markers to ensure consistency	I	A	R	S	I	I	I		C	A	
Nurturing culture of scholarship within the Assessment and Moderation process	A	R	S	S	S	I		S	C	R	
Undertaking self-reflection and evaluation	I	A	R	R	R	I			C	A	
Arrange and support external moderation and peer review activities	I	A	R	S	S	I	I	S	C	A	
Ensuring course accreditation process and requirements are compliant	I	R	S	S	S	I	I	S	A	A	
Arranging external panels of 'experts' as required	I	R	S	S	I	I	I	S	C	A	
Reviewing the Assessment and Moderation Policy and Procedure on at least a two-year cycle	I	R	S	S	S	I	I	S	C	A	
Managing internal and external benchmarking activities and processes	I	R	S	S	S	I			S	A	
Managing continuous improvement of Assessment and Moderation processes	I	R	R	S	S	I			S	A	
Managing Assessment and Moderation at partner providers of Curtin College courses	I	A	R	S	S	I			S	A	
Mapping assessment tasks against learning outcomes in each unit of study	I	A	A	R	R	I			S	C	
Mapping assessment and moderation activity against regulatory requirements (eg, HESF and AQF)	I	A	S	S	S	I		S	R	A	
Assuring appropriateness of communication to students about Assessment and Moderation	I	A	R	R	R	I	I	S	C	A	
Making students aware of assessment requirements and responsibilities in 1 st week of trimester	I	R	R	A	A	I		S	C	A	

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Responsibility	CDP	AD	Prog. Mgrs	Unit Coords	Lecturers	Academic Board	Prog. Advisory Committee	SAS	MQRC	LTC	ALL
Assuring that assessment design includes both formative and summative assessments with clearly defined criteria and standards and appropriate to the learning participation mode of the students (ie, synchronous on campus; bichronous on campus and on video conferencing and asynchronous via supported online participation)	I	R	R	R	S	I	C			A	
Developing and implementing marking schemes and rubrics	I	R	R	R	S	I	I			A	
Managing student complaints and appeals	I	A	S	S	S	I		R	R	A	
Managing periodic review of performance at unit level	I	R	S	S	S	I		S	C	A	
Managing the quality assurance arrangements for Assessment and Moderation	I	R	R	S	S	I	C		S	A	
Assuring that Learning Outcomes in each unit and Assessment and Moderation processes in each unit of study comply with HESF Standard clauses 1.4.1 – 1.4.4	I	R	R	S	S	A	C	S	S	A	
Assuring that Course Design processes are compliant with HESF Standard 3.1.1 to 3.1.5	I	R	R	S	S	A	C	S	R	A	
R = Responsible, A = Accountable, S = Supporting, C = Consulting, I = Informed.											

4 Compliance

4.1 General

- a) The Academic Director and Program Managers will ensure that all Unit Coordinators and Lecturers are made aware of the requirements of this policy.
- b) These requirements are documented in the Curtin College and Curtin University Agreement (renewed in 2017 for 10 years).
- c) General staff meeting agenda provide for Policy and Procedural updates by the Manager Quality, Risk and Compliance.
- d) Teaching Staff Hub in the Learning Management System (Moodle) accommodates a section for Policy and Procedures updates, this is supported by individual email communications.
- e) Specific discipline moderation meetings review changes to Policy and Procedure and implement any required changes.

4.2 Breaches

- a) Breaches of policy compliance may result in disciplinary action being taken against the offender.
- b) Breaches will result in mandatory training for staff found to be in breach of the Policy and associated Procedure.

4.3 Relevant Legislation

- a) The College has the responsibility to maintain compliance with the laws within Australia.
- b) All College users are responsible for aiding the College in identifying relevant legislation and for complying with all relevant legislation.
- c) The following pieces of legislation apply to the College's management and oversight of Assessment and Moderation:
 - i. Education Services for Overseas Students Act 2000 (registered 15 March 2021): [Education Services for Overseas Students Act 2000 \(legislation.gov.au\)](#); [The ESOS legislative framework \(internationaleducation.gov.au\)](#);
 - ii. National Code of Practice for Providers of Education and Training to Overseas Students 2018: [National Code of Practice for Providers of Education and Training to Overseas Students 2018 \(legislation.gov.au\)](#)
 - iii. Higher Education Standards Framework (Threshold Standards)2015: [Higher Education Standards Framework 2015 | Tertiary Education Quality and Standards Agency \(teqsa.gov.au\)](#); and,
 - iv. National Standards for Foundation Programs: [FP Standards pdf.pdf \(internationaleducation.gov.au\)](#)

5 Definitions

- a) Unless the contrary intention is expressed in this Policy, the following words (when used in this policy) have the meaning set out below:

Term	Meaning
Assessment	Refers to the method(s) and procedures by which a student's academic progress and performance is measured in a unit. This includes all forms of assessment completed online or face to face.
Assessment Criteria	Metrics used to measure the degree to which a student has achieved the intended learning outcomes for the unit.
Assessment Extension	To complete an assessment task or submit an assignment at a later date
Blind Marking	Is when the person marking the assessment does not have information enabling the submitting student to be identified, it can be a control against bias.
Consensus Moderation	Where teaching staff come together and individually mark a selection of papers and then compare outcomes. Useful for large cohorts to assist in a common understanding of standards
Double Marking	Requiring two different staff to mark the same piece of work submitted for assessment, where the original marks and comments are seen by the second marker.
Double Blind Marking	where the second marker undertakes marking without information regarding the submitting student or the original marker's identity and is not provided the original marker's comments or marks.
Exchange Marking	Requiring two staff members to exchange certain pieces of student work for marking, so that (for example) a lecturer in Curtin Perth marks the examination scripts of Curtin Singapore students and vice versa.
External Moderation	Having some assessment tasks common to those of another course or institution and applying collaborative or cross marking techniques.
External referencing	In the context of the <i>Higher Education Standards Framework (Threshold Standards) 2015</i> "means a process through which a higher education provider compares an aspect of its operations with an external comparator(s) e.g. comparing the design of a course of study and/or student achievement of learning outcomes with that of a course from another provider", Curtin College covers this through participation in Peer Review activities in the Peer Review Portal.
Major Assessment Task	Any task contributing 20% or more towards the final mark or grade for the subject
Marking Scheme	an indication of the expected standards for levels of achievement of the assessment criteria
Moderation	The quality assurance process to ensure consistency of marking in assessments and exams within units and consistency of assessment for all students enrolled in the unit – both within a study period and across different study periods
Panel Marking	Independent but concurrent assessment by two or more markers. It may be used for transient assessment work such as oral presentations, performance or clinical placement assessments.
Partner Provider	An institution that provides a program which is CRICOS registered as being offered by Curtin College, who, for the purposes of this document oversees all matters relating to the delivery of those programs.
Post-assessment moderation	includes quality control processes during and after marking to ensure consistent and accurate assessment decisions in accordance with published assessment criteria and standards of achievement.
Pre-assessment Moderation	A quality assurance process that aims to ensure the appropriateness, fairness, clarity and standard of assessment tasks and resources before they are used for assessment
Program Manager	A Curtin College staff member with responsibilities to coordinate and manage the teaching delivery, assessment and moderation process for each unit in their designated program.
Rubric	A marking guide used to evaluate the quality of students' assessment submissions and constructed responses i.e., a set of criteria for grading assessment

Term	Meaning
Second Examiner	For the purpose of this policy, a second examiner is a qualified person who reviews assessment tasks prior to the administration of the task to the students.
Service Taught Unit	A unit in which Curtin College students are enrolled in a Curtin University taught and assessed class. Curtin University's Assessment and Moderation Policies and Processes apply for these units.
Standards	Describe the qualities or levels of achievement expected.
Unit Coordinator	An employee of Curtin College whose role is to ensure the delivery and assessment of a unit and who compiles the College's Unit Outline. The Unit Coordinator reports to the Curtin College Program Manager

6 Review

- a) This Policy is tested and reviewed annually by the Academic Director in line with the IT Security readiness schedule and any changes to the regulatory compliance requirements, legislation, regulation and guidelines.
- b) This review process aims to ensure alignment to appropriate strategic direction and continued relevance to the College's current and planned operations.

7 Records Management

All records in relation to this document will be managed as follows:

Record type	Owner	Location	Retention	Disposal
Policy	Academic Director	Policy Hub and Curtin College website	Permanently until reviewed and updated then this version is to be archived.	Archived in accord with Records Management Program