Assessment & Moderation Policy

1. Overview

1.1. The aim of this policy is to ensure fairness, validity and reliability of marking and assessment across the range of programs delivered or overseen by Curtin College, and includes internal and external moderation of standards.


2. Organisational Scope

2.1. This policy should be applied to all units and in particular, in all cases where there is more than one lecturer in a particular unit and/or where Curtin University is running the same unit.

3. Definitions

3.1. Assessment: Refers to the method(s) and procedures by which a student's academic progress and performance is measured in a unit.

3.2. Assessment Extension: To complete an assessment task or submit an assignment at a later date.

3.3. Board of Examiners (BOE): A review panel which determines the academic progression status of students.

3.4. The College: Refers to Curtin College and its partner providers.

3.5. Compassionate and Compelling Circumstances: Circumstances beyond the control of the student that have occurred since the student has accepted an offer to study at Curtin College and have significantly impacted on the student's well-being or progress.

3.6. Curtin Faculty Contact: The person nominated by Curtin University as the contact person for advice on any aspect of the school's units which are taught at the College.

3.7. External Referencing: In the context of the Higher Education Standards Framework (Threshold Standards) 2015 (HES Framework), “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” (TEQSA, Guidance Note)

3.8. 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.
3.9. **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.

3.10. **Program/Academic Coordinator:** 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.

3.11. **Service Taught Unit:** A unit in which Curtin College students are enrolled in a Curtin University taught and assessed class. In service taught units, Curtin University's Assessment and Moderation Policies and Processes will apply.

3.12. **Unit:** A discrete component of study within a program.

3.13. **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/Academic Coordinator.

3.14. **Unit Outline:** A document containing essential and administrative information about a unit of study, including details of learning outcomes, assessments and schedules.

4. **Policy Principles**

4.1. The underlying principle central to this policy is that all students should receive fair and equitable treatment in terms of marking and assessment both within the College, its partner providers and between the College and the University.

4.2. The College references as a guide to better practice, the Curtin University’s Principles of Assessment as detailed in Curtin’s Assessment and Student Progression Manual. These Principles include:

- Assessment practices will be subject to quality processes
- Assessment aligns with intended learning outcomes
- Assessment addresses Graduate Attributes
- Assessment practices have a substantial impact on student learning
- Assessment provides high quality and timely feedback to students
- Programs and units include a variety of assessment types
- Assessment is inclusive and equitable
- Assessment is valid and reliable
- Information about assessment is readily available
- The amount of assessed work is manageable

4.3. The College engages in activities to moderate assessments between multiple classes of the same unit.

4.4. The College engages in internal and external referencing of academic standards e.g. Benchmarking and External Referencing and peer review of assessment.

4.5. The College offers assessment extensions in regards to deferred and late submission of assessments where the assessment deadline is extended as a result of compassionate or compelling circumstances.

4.6. 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.

<table>
<thead>
<tr>
<th>Version</th>
<th>Improvements made:</th>
</tr>
</thead>
<tbody>
<tr>
<td>V4.2 Nov ’18</td>
<td>• Included reference to the Supplementary Assessment Policy</td>
</tr>
<tr>
<td>V4.1 Sept ’18</td>
<td>• Included a maximum of two Supplementary assessments in a program</td>
</tr>
<tr>
<td>V4.0 April ’18</td>
<td>• Inclusion of External Referencing of Assessments</td>
</tr>
<tr>
<td></td>
<td>• Replaced approval by the Learning and Teaching Committee to, approval by the Academic board</td>
</tr>
<tr>
<td></td>
<td>• Removed the procedure details, such as previously within 5.2 and 7.3.</td>
</tr>
</tbody>
</table>
5. Policy Implementation

5.1. Unit Coordinators will review each Unit Outline prior to being posted to Moodle to ensure appropriate assessment details including due dates are detailed and that assessments abide by the Principles of Assessment detailed above in 4.2. The Unit Outline must be followed closely and if during a study period a variation to the assessment details specified in the Unit Outline is deemed necessary, this can only occur if agreed to by all students and the Program/Academic Coordinator. Marks to be recorded progressively and students are to have access to these progress marks via Moodle.

5.2. The Unit Coordinator will ensure that internal moderation, that is sample marking and cross marking, is carried out to ensure marking standards are comparable across all classes of a unit, at all locations. A comprehensive marking rubric/guide should be produced for all assessments and all marking should adhere to such marking rubric/guide. Where there is only one class for a unit, that lecturer will be designated as a Unit Coordinator responsible for ensuring all assessments abide by the Principles of Assessment listed above in 4.2.

5.3. At the conclusion of each study period each lecturer will complete an End of Study Period Report confirming that they have followed the Principles of Assessment in assessing all students in their class. In addition, a Mark and Grade Allocation Form will be completed by the Unit Coordinator to provide advice to the Board of Examiners on any recommended adjustments to grades.

5.4. Program/Academic Coordinators will review the grade submissions for each unit in their program prior to the Board of Examiners to ensure that the grade distribution is appropriate and any grade anomalies are referred back to the Unit Coordinator for review. The Board of Examiners is to confirm the final grade for each student including any supplementary assessments and conceded passes.

6. Service Taught Units

6.1. The Curtin College Board of Examiners will note any irregularities or apparent anomalies in the service taught units such as pass rates compared to other units or compared to previous pass rates. The Curtin Faculty Contact to be contacted for follow up investigation into any grade anomalies for service taught units, including the awarding and timing of supplementary assessments (if available) for service taught units. Curtin University’s policies on assessment and moderation are to apply in all service taught units.

7. Assessment Design

7.1. Assessment design within a unit and across a program of study will consider student and staff workload and assurance of student learning.

7.2. Assessment practices will aim to use the minimum number of assessment tasks necessary to reach an informed decision about student achievement.

7.3. From 1 January 2019 onwards and unless otherwise approved:

- 25 credit point units will have a minimum of three and a maximum of five summative assessments. Where incremental assessment forms one of the summative assessment tasks, there will be a maximum of one other summative assessment task.

- 12.5 credit point units will have no more than three summative assessments.

8. Assessment Submission

8.1. All lecturers are required to follow the appropriate guidelines for all assessments to ensure consistency and fairness in dealing with students across all units.

8.2. In dealing with applications for assessment extensions and associated penalties for late submission, lecturers must follow the College guidelines, which are summarised in the Unit Outline. Due to the complexity and variability of student requests, all applications are to be determined by the Unit Coordinator or Lecturer. In the case of extenuating circumstances, the Program/Academic Coordinator or nominee will decide on an outcome based on supporting documentation from the student.
9. Retention of Records

9.1. The College will retain final student assessments including exam papers, for all units for one subsequent study period only, after which the assessment items will be destroyed.

9.2. To facilitate the validation of College assessments, the College will collect samples of all assessed work for all units, and specified as relates to the agreement with the university.

10. Administrative procedures

10.1. The Academic Director and Program/Academic Coordinators will ensure that all Unit Coordinators and Lecturers are made aware of the requirements of this policy. These requirements are documented in the Curtin College/Curtin University contract and are re-enforced in staff meetings, Teaching Staff handbook and moderation meetings.

<table>
<thead>
<tr>
<th>Version</th>
<th>Improvements made to Implementation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>V4.1 Sept ‘18</td>
<td>• Added point 7. Assessment Design</td>
</tr>
<tr>
<td>V4.0 April ‘18</td>
<td>• Inclusion of External Referencing of Assessments</td>
</tr>
<tr>
<td></td>
<td>• Replaced approval by the Learning and Teaching Committee to, approval by the Academic board</td>
</tr>
<tr>
<td></td>
<td>• Removed the procedure details, such as previously within 5.2 and 7.3.</td>
</tr>
</tbody>
</table>