

Assessment, Examination and Moderation Procedures

This procedure supports the Assessment Policy

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1. Definitions

Name	Description
assessment task	The assessment task sets out what students are required to do in order to demonstrate achievement of learning outcomes.
assessment type	The category or genre of an assessment selected from a list available in CAPS.
authentic assessment	An assessment requiring students to use the same combinations of knowledge, skills and attitudes that they would need to apply in relevant work or life situations.
benchmarked standards	Standards which have been confirmed through external referencing to assure the quality and validity of assessments and grading (HES 5.3.4 & Guidance Note: External Referencing).
course	A program of study necessary to qualify for an award of the University or a non-award course approved for delivery in accordance with University policy.
Curriculum Approval and Publication System (CAPS)	Central repository for all curriculum related processes such as creating, modifying or archiving curriculum.
course learning outcome	The expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of completing a whole course.
Feedback	Information about progress in relation to learning outcomes, in verbal or written form. Dialogues and discussions can be effective forms of feedback.
Formative assessment	An activity which generates information (feedback) for students and staff on achievement in relation to learning
Learning and Assessment Plan	An agreement which outlines the type and level of support (reasonable adjustment) to be provided to a student in relation to University verified circumstances.
Mandatory assessment task	A task which must be passed in order to pass the unit.

Moderation	Quality assurance, control processes and activities such as peer review that aim to assure consistency or comparability, appropriateness, and fairness of assessment judgments, and the validity and reliability of assessment tasks, criteria and standards. Moderation of assessment processes establish comparability of standards of student performance across, for example, different markers, locations, subjects, providers and/or courses of study.
OESS	Online Examination Submission System.
reliable assessment	Assessment that yields consistent results across markers and over time.
summative assessment	An activity which contributes to a student's final grade in a unit or course.
unit	A unit of study (or, in the case of a VET qualification, a unit of competency as that term is defined under relevant legislation).
unit learning outcome	The expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning in a unit.
valid assessment	Validity is defined as the extent to which an assessment accurately measures what it is intended to measure.
Work Integrated Learning (WIL)	A generic term used to describe organised strategies and practices that integrate theoretical learning with directly related workplace experience in activities that may be required to be undertaken by a student for the successful completion of his or her course of study.

2. Purpose and Scope

The objective of this procedure is to assist all staff in designing, delivering and managing assessments and examinations as required by the Assessment Policy.

This procedure applies to all higher education coursework units, including enabling, undergraduate and post-graduate units. It does not apply to VET courses.

3. Procedures

Ensuring effectiveness of assessment

3.1. Effective assessment is both valid and reliable. Effective assessment design must include consideration of the following key elements in order to certify achievement:

a) **Learning outcomes**

Learning outcomes (course learning outcomes and unit learning outcomes) must be valid (aligned to the purpose of the course and/or unit) and measurable.

b) **Assessment Type**

Assessment types (selected in CAPS) must be an appropriate mode for students to demonstrate achievement in relation to the learning outcomes being assessed. Generally, a variety of assessment types will be required across a course to ensure all learning outcomes are validly assessed.

c) **Assessment Task**

Assessment tasks must be developmentally appropriate to the stage of the course, be conceived in meaningful relationship to each other and to assessment in related units, and must clearly describe what students are required to do.

d) **Evaluation/marking system**

Marking criteria must be explicitly aligned with unit and/or course learning outcomes being assessed and must align with benchmarked standards of performance.

e) **Moderation procedures**

Moderation procedures must ensure reliable judgement in relation to benchmarked standards during all phases of the assessment cycle.

f) **Student Identity Verification**

The identity of the student completing the task (authorship) can be verified.

Ensuring assessment is fair and equitable

Information for students

- 3.2. The assessment regime, including types and weighting, as listed in CAPS and shown in the unit outline for that teaching period, cannot be varied after the CAPS publication deadline.
- 3.3. Assessment information for students should be detailed in a designated location in Blackboard and must include details of:
 - a) the assessment type
 - b) the assessment task requirements
 - c) the relevant learning outcome(s)
 - d) the weighting
 - e) the due date and time
 - f) the marking criteria or rubric
 - g) whether the task is to be completed individually or in a group
 - h) exemplars and examples of requirements as appropriate
- 3.4. Assessment information must also include information about any mandatory requirements to pass the unit, including tasks that must be passed.
- 3.5. Reasonable adjustments must be made for students with a Learning and Assessment Plan.
- 3.6. Students who have English as a second language are normally permitted to use a bilingual word for word translation dictionary, with no descriptions or pictures, in all

invigilated assessments, including examinations. In assessments where bilingual dictionaries are not permitted, students must be informed in advance in writing by the Unit Coordinator. If a bilingual dictionary is permitted for an examination, this information must also be added by the Unit Coordinator to the examination paper requirements.

Components of Assessment

- 3.7. Course Coordinators will identify performance criteria for each course learning outcome and ensure assessment tasks within units provide evidence for the progressive attainment of course learning outcomes.
- 3.8. A variety of assessment types appropriate to the discipline must be used across a course, including types that require written and oral communication.
- 3.9. The selection of assessment types across a course should assist the University to assure compliance with academic misconduct rules, including consideration of how students' identity is verified. Such assessments may include vivas, work completed in class, reflection on practicum, performances, etc.
- 3.10. Assessment tasks should be as authentic as possible, aiming to replicate tasks typically found in practice/world of work.
- 3.11. Cumulative assessment, where a student builds from early work to later work, is encouraged at the course and unit level. This could include, for example, a portfolio task started in first year and expanded in second year, or scaffolded assessment where a draft is followed by a final essay within the same unit, with the latter demonstrating a response to earlier feedback.
- 3.12. Assessment tasks within each unit must elicit appropriate and adequate evidence consistent with the stated unit learning outcomes.
- 3.13. No single assessment task may count for more than 60% of the final mark for the unit, with the exception of units designated as creative or special projects, student professional experience, or other tasks with the approval of the Associate Dean Teaching and Learning (ADTL).
- 3.14. A mandatory-to-pass assessment task in any unit must be clearly specified and appropriately weighted (typically at least 20% of the final unit mark). Any mandatory-to-pass task not be a group task unless approved by the Associate Dean Teaching and Learning (ADTL) and individual achievement can be ascertained.
- 3.15. Dissertations, or other large forms of assessment (e.g. whole of semester design or inquiry-based projects that incorporate a 'proposal' element), are considered to be equivalent to multiple assessment tasks, but should incorporate formative feedback opportunities throughout the unit.
- 3.16. For group tasks weighted at more than 30%, additional assessment must be undertaken of an individual's achievement in the group task in order to verify each individual's achievement of the learning outcomes related to the task. Individual contributions may be evidenced, for example, through the submission of planning

documentation or a student's reflections on the process and observations on the outcome.

- 3.17. The quality and extent of participation in learning and teaching activities may be a component of assessment. Where participation is used for assessment, explicit marking criteria must be identified and used and a record must be kept by the staff member conducting the class. The participation component of a final grade should not normally exceed 10 percent of the total marks.
- 3.18. While attendance at all scheduled learning activities is strongly encouraged and considered essential for student success, attendance may not be a component of grades for Higher Education students, i.e. marks cannot be awarded for attendance alone. Attendance may be mandatory (required for unit completion) under certain circumstances. Reasons for mandatory attendance may include:
 - a) statutory issues such as mandatory occupational health and safety training;
 - b) a professional accreditation requirements; or
 - c) the impact of a student's absence on other students (for example, in group or whole class group activities).
- 3.19. Assessment tasks and types are to be equivalent across all locations and modes. While equivalence does not require the assessment tasks to be identical, adaptations to suit the needs of various locations or modes of study must have equivalent complexity or cognitive demand and assess the same learning outcomes. Adaptations must be authorised by the Unit Coordinator (not lecturers, tutors, trainers or instructors).
- 3.20. Students must complete the published assessment tasks. In verified exceptional circumstances (as specified in the Admission, Enrolment and Academic Progress Rules), supplementary or alternative assessment may be allowable within a Unit. Where no variation to the published assessment tasks can occur due to professional accreditation or other requirements, the unit outline must clearly state this.

Timing of assessments

- 3.21. The assessment regime in each unit should be balanced with respect to the number and volume of assessment tasks and learning activities and must ensure that students have appropriate opportunities for feedback on their assessment tasks to inform subsequent tasks.
- 3.22. The scheduling of assessment tasks must be conducted with an awareness of the overall coursework load of students.
- 3.23. To support transition to University, all first year undergraduate and post-graduate coursework units require at least one assessment task (formative or summative, with feedback) to be completed and returned to students within the first third of the teaching period (generally 4 weeks).
- 3.24. Tests may be conducted outside of formal examination times, by the School, subject to the following conditions:

- a) The unit outline must inform students about the intention to conduct such a test. Information about the date, time and place of the test must be made available to students at the commencement of the teaching period;
- b) Tests should normally be held during a timetabled teaching activity and should not exceed the time normally allocated to that activity.
- c) In exceptional circumstances the ADTL may grant permission for a test to be held during the teaching period, but outside of a normal teaching activity. In such cases no student is to be disadvantaged by the timing of the test and the test must not clash with other teaching activities for units in which the units' students are enrolled; and
- d) Alternative arrangements must be made for the conduct of the test for students with verifiable exceptional circumstances in accordance with Admission, Enrolment and Academic Progress Rules.

Submission, feedback and return of assessments

- 3.25. All non-invigilated summative written assessments must be submitted electronically, with an Assessment Cover Sheet, through TURNITIN. Students should be advised to keep their TURNITIN receipts. Exceptions to this procedure are to be endorsed by the relevant ADTL.
- 3.26. Non-written assessment tasks, such as videos or electronic portfolios, are to be submitted through Blackboard where practicable.
- 3.27. A student who wishes to defer an assessment (other than an end of semester or formal exam), or seek an extension to the due date for an assessment, up to a maximum of 7 calendar days, must apply to the Unit Coordinator of the relevant unit prior to the submission/assessment date. The application must be in writing and must set out the grounds on which deferral/extension is sought. Requests for extensions or deferrals beyond 7 calendar days should only be granted in exceptional circumstances and must be approved by the ADTL.
- 3.28. Subject to the student having followed the process described above, a non-invigilated assessment task submitted after the fixed or extended time for submission will incur a penalty to be calculated as follows:
 - a) Where the assessment task is submitted not more than 7 calendar days late, the penalty will, for each calendar day that it is late, be 5% of the maximum marks available for the assessment.
 - b) Where the assessment task is more than 7 calendar days late, a mark of zero will be awarded.
- 3.29. Where a student has previously submitted work for assessment and received a grade, including at another institution, such a submission will be considered a breach of academic integrity unless the resubmission is authorised by the Unit Coordinator.
- 3.30. Resubmission of failed assessment tasks is only allowable in exceptional circumstances. The decision to allow resubmission must be made in consultation with the ADTL. Any resubmitted task may only be awarded a passing grade.

- 3.31. Students must receive feedback on all assessment tasks, except final examinations, that is constructive and clear and, in the case of summative tasks, indicative grades awarded against the stated marking criteria.
- 3.32. Where a unit assessment task provides evidence for the attainment of Course Learning Outcomes, feedback that assists in the achievement of the course learning outcomes must be explicit to students and, where appropriate, final achievement in relation to the course learning outcome must be reported.
- 3.33. Feedback on student work may be generated through self and peer review and assessment so that students have an opportunity to practise applying criteria and standards to their own work and that of others. Students should always receive feedback on their self and peer assessment to assist them in calibrating their judgement to match discipline standards.
 - a) Peer review and peer assessment processes must ensure that students are treated with respect by other students and should be supported by clear guidelines and criteria for the review.
 - b) Self and peer assessment is to be used for formative purposes only. The grading of student work is the responsibility of the Unit Coordinator.
 - c) If students are required to generate constructive feedback for a peer, the quality of such feedback may be a component of summative assessment.
- 3.34. Feedback on summative assessment tasks, with the exception of final examinations, should be provided to students within ten working days from the due submission date of the task. Any increase in total turnaround time to accommodate large classes or large marking loads requires the approval of the ADTL. Students must be advised of the increased turnaround period in writing. The maximum additional turnaround time in these approved instances will be five extra working days.
- 3.35. Marked assessments must be returned to the student in a manner that protects the confidentiality of the mark and the student's work. The default mode of assessment submission and return will be through Blackboard, except for paper-based work completed in class.
- 3.36. Students may obtain verbal feedback on final examinations upon request to the Unit Coordinator in accordance with Admission, Enrolment and Academic Progress Rules.
- 3.37. Students may appeal the result awarded for an assessment in accordance with the Admission, Enrolment and Academic Progress Rules.
- 3.38. Teaching staff should be available at advertised times consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, so that students may discuss aspects of the feedback from assessments. Staff will advise all students of their availability for student consultation via Blackboard.
- 3.39. Unclaimed assessments remain the property of the student and will be kept for a period of six months after the final standard examination date.
- 3.40. Unit Coordinators are responsible for storing and de-identifying samples of completed assessment tasks across a range of grades.

Marking and Grading Procedures including Moderation, Finalisation and Release of Results

- 3.41. Consistent with a criterion and standards referenced approach, each assessment task must be graded to reflect the level of student attainment. Any scaling of marks must be justified by reference to benchmarked standards at the relevant Board of Examiners and endorsed by the PVC Education.
- 3.42. Students will be informed of their results for every assessment task following the completion of post-assessment moderation activities. In the case of units using Grading Schema 1 (used for standard coursework units) this will be a grade and/or a numeric mark. For all other units, this will be a result expressed as a grade in the applicable grading schema. Grading schema are detailed Rule 4.5.2 of the Admission, Enrolment and Academic Progress Rules.
- 3.43. Students have the right to appeal in accordance with the Admission, Enrolment and Academic Progress Rules.
- 3.44. In cases where assessment tasks are non-replicable, such as performance presentations or organising an event, and where the value of the task is over 20% of the final mark for the unit, staff should consider a means by which the grade can be reviewed, for example by videorecording or having more than one marker.
- 3.45. Quality assurance and calibration of assessment through progressive moderation activities is required in every unit (including units with a single marker). This includes the Unit Coordinator leading pre and post assessment consensus moderation activities, except for tasks that require non-interpretive marking.
- 3.46. The processes and outcomes from moderation activities within each unit must be presented at the Board of Examiners and be documented in the Marks Recording System.
- 3.47. Each teaching period shall have a designated Results Publication Date that shall be no more than 28 calendar days from the designated End Date for the teaching period. The results for all units taught in the teaching period shall be released on the Results Publication Date for that teaching period.

Assessment of Work-Integrated Learning (WIL)

- 3.48. Assessment of WIL should provide formative feedback on student performance at regular intervals, from industry and/or community partners. This feedback should inform future learning and enable students to adjust behaviours and strategies, and to assess progress in relation to the learning outcomes to be demonstrated.
- 3.49. Roles and responsibilities for assessment of WIL must to be clearly outlined where multiple assessors are involved, e.g. workplace supervisors, external industry assessors and/or university staff.
- 3.50. Appropriate moderation processes must be followed to ensure the integrity of the host evaluation. Ultimately the Coordinator for the WIL unit/component is responsible for all summative assessment and grading.

Examinations

- 3.51. The University conducts invigilated final examinations on behalf of schools for official University assessment during specified periods, for Semester 1, Semester 2 and Summer and Winter teaching periods.
- 3.52. Examinations will be based on the learning outcomes and content described in the approved unit outline, which is contained in CAPS. Details of the examination type and structure must be included in Blackboard.
- 3.53. All examination papers must differ by a minimum of 25% from any paper previously used in that unit.
- 3.54. Students will be advised in writing by the Unit Coordinator, using a template in Blackboard, of the structure of any exam, conditions and requirements, including permitted materials, and may be provided with sample questions and answers.
- 3.55. Examination scripts remain the property of the University and will be kept in accordance with the University Retention and Disposal Schedule.
- 3.56. All used and unused examination papers will be returned to the examiner for secure disposal.
- 3.57. A student who wishes to defer an examination must apply in accordance with Admission, Enrolment and Academic Progress Rules.
- 3.58. Preparation and submission of examination papers
 - a) All examination papers must be securely prepared, approved, and submitted to the Student Services Centre (SSC) in time to meet the examination timetable deadlines, using the University's Online Examination Submission System (OESS).
 - b) All standard and deferred examination papers will be submitted at the same time. It is recommended that an alternate deferred and a supplementary exam paper are also submitted at the same time. The alternate deferred and the supplementary examination paper may be the same, with different title pages.
 - c) All examination papers will be reviewed by a co-examiner recorded in the OESS. Where a co-examiner is not available in a particular discipline or field an appropriate co-examiner will be nominated by the ADTL to review the paper for readability and clarity.
 - d) All examiners and co-examiners will declare that an examination complies with this policy.
 - e) Copies of examination papers, or the contents of the examination, will not be made available to students prior to the examination. Staff access to examination papers will be limited to the examiner and approving staff.

Responsibilities for examinations

- 3.59. The **Associate Dean Teaching and Learning**, or nominee, is responsible for ensuring that the preparation, submission and approval of examination papers are carried out in accordance with these procedures. The ADTL will ensure that:
 - a) Unit Coordinator details are accurate in CAPS prior to the submission period

- b) All academic staff are familiar with the OESS and processes
- c) An examiner (normally the Unit Coordinator) is designated with the responsibility to prepare the examination paper and deferred examination paper for each unit, in accordance with the approved unit outline
- d) The examiner of each unit submits the required examination papers via the online system for review and endorsement to a co-examiner
- e) Review and endorsement of each examination paper is conducted by a co-examiner, preferably someone in the discipline area, nominated by the Unit Coordinator
- f) Examination papers endorsed by appropriate co-examiners are submitted to the Student Services Centre via the OESS by the published deadlines.

3.60. The **Examiner** is responsible for:

- a) Nominating an appropriate co-examiner and entering the co-examiner details into the online examination submission system;
- b) Consulting, where appropriate, with other members of academic staff who teach in the unit, prior to the preparation of the examination paper;
- c) Ensuring that each examination paper complies with the Assessment Policy;
- d) The preparation, writing and uploading of the examination paper and the deferred examination paper into the designated online examination submission system;
- e) Forwarding both the examination paper and the deferred examination paper via the online examination submission system to a Co-examiner for review and endorsement;
- f) In the event that an examination paper is not endorsed by the Co-examiner, consulting with that co-examiner and re-submitting an updated examination paper and/or deferred examination paper via the online examination submission system;
- g) Ensuring that no student or staff member, other than the Unit Coordinator and co-examiner, has access to any final examination paper or the questions contained within;
- h) Providing all students in a unit with the same written information about the format and nature of the unit's examination paper(s) through Blackboard;
- i) Advising all tutors, casual staff, and third party provider staff that they are not permitted to provide further information to students other than that which the Unit Coordinator has provided; and
- j) Ensuring that examinations are submitted (after review by co-examiners) in accordance with the published examination submission dates
- k) Ensuring that all examination papers and students' scripts are kept in accordance with the University Retention and Disposal Schedule.

3.61. The **Co-examiner** is responsible for reviewing each examination paper forwarded from a Unit Coordinator via the online examination submission system in a timely manner; and either:

- a) Declaring that the examination paper complies with examination requirements contained within the Assessment Policy; and

- b) Endorsing each examination paper using the endorsement function in the system which approves the examination for use during the relevant examination period; or
- c) Not endorsing the examination, returning it to the examiner as “not endorsed” and informing the examiner of the reasons via the OESS in a timely fashion.

3.62. The **Student Services Centre** is responsible for:

- a) receipt of endorsed examination papers, submitted via the online examination submission system;
- b) returning papers to the Examiner via the OESS if there is a concern about the quality or format of the papers;
- c) ensuring that all examination papers are forwarded for printing under secure conditions;
- d) providing secure storage for all examination papers prior to examination dates;
- e) transferring completed and unused examination papers and students’ scripts to a nominated campus; and
- f) providing secure storage of completed and unused examination papers and students’ scripts until they are collected by academic staff for marking.

4. Contact Information

For queries relating to this document please contact:

Procedures Owner	Pro-Vice-Chancellor Education
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