



Higher Education Assessment, Moderation And Appeal Policy

Policy number: QD51

Version: 1.0

Policy Owner: General Manager Organisational Services

Subject Expert: Manager Higher Education

Next review date: 23 June 2018

1. PURPOSE

South Metropolitan TAFE (SMT) is committed to providing quality assessment to students enrolled in its higher education courses. This policy ensures:

- fair, valid and reliable evaluation of student performance for reporting on final achievement;
- the provision of regular and constructive feedback on student progress to both the student and lecturer;
- that where required, diagnosis of student learning and assessment difficulties is undertaken;
- a student's ability to challenge the results of assessments where appropriate; and,

a framework for ensuring that the grades awarded to students accurately describe their achievement and that those grades are used consistently across the College.

This policy ensures students' progress and achievement against defined outcomes are assessed by lecturers who collect, judge and record evidence of such progress and achievement.

An assessment may be formative (undertaken to provide feedback to the student and information to the teacher to adjust teaching and learning while they are still happening), or summative (undertaken to provide information regarding level of achievement via grading/marking, or for other academic decision purposes). Assessments may also be diagnostic and identify any learning and assessment difficulties the student may have.

2. SCOPE

This policy applies to:

- all assessment of higher education coursework offered at the College, and, academic and professional staff (including contracted staff) with the responsibility of designing, administering and making decisions and reporting relating to assessment of higher education courses within SMT.

3. POLICY GOVERNANCE

Australian Qualifications Framework (AQF)
Tertiary Education Quality Standards Agency (TEQSA) Act
TEQSA Qualifications Standards and Course Approval Standards
Code of Professional Conduct (Staff) Regulations
HR01 SMT Staff Code Conduct Policy

4. PRINCIPLES

4.1. Individual assessment tasks



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All individual assessments such as tests and examinations are to be conducted under strict examination conditions.

Lectures may provide additional documentation to support the individual assessment task (such as formulae sheets) as approved by the Discipline Leader.

Students may bring the approved textbook if the individual assessment task is approved as an open book assessment in the curriculum file.

Students may bring a one A4 single sided page of text to an individual assessment task if approved in the curriculum file. The one A4 single sided page of text must be submitted with the individual assessment task for moderation purposes.

4.2. Assessment Process

The assessment process will:

- include formative and summative assessment;
- ensure scheduling of assessments and the amount of assessed work provides a reliable and valid measure of student achievement without overloading students and staff;
- allow sufficient time for the completion of assessment tasks;
- provide appropriate number of formative and summative assessments, in various formats, aligned within an appropriate development of learning experiences to promote learning and to determine student performance;
- ensure all assessment tasks are validated prior to the use and results are moderated following each time the assessment task is used. Peer validation and moderation must occur at least once each semester;
- require all assessment tasks to be accompanied to a clear allocation of marks for students and a marking guide for the award of those marks;
- peer evaluation by an appropriately qualified external peer must occur at least once a year; and,
- ensure assessment tasks and records are produced, delivered and maintained via secure means where appropriate.

4.3. Examination Process

The examination process will follow the timeline as outlined in the Higher Education Examination Production Form flowchart.

4.4. Validation and Moderation

Validation and moderation will:

- be used to ensure assessments that are valid (that is, they assess what they are intended to assess), conducted in a fair and consistent manner and meet SMT's responsibilities under accreditation as a higher education provider;
- ensure consistency of assessment decisions made by assessors; and,
- provide a continuous improvement mechanism tool.

4.5. Information for students

Information to students shall ensure they:

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- are advised of the assessment process, the criteria to be applied, the methods to be used and the timing of summative assessments;
- are advised in writing of details of the summative assessment requirements including structure, methods, number, weighting, criteria, grading scales and timelines at the commencement of their course. These details must not be changed unless there are exceptional and unforeseen circumstances, in which case the students will be consulted, care taken to ensure that no student is disadvantaged, and all students advised in writing; and,
- are advised that the work being assessed must be the sole work of the person or persons being assessed.

4.6. Student Feedback

Feedback to students will:

- be appropriate and timely;
- allow for future development of students and/or staff;
- enable teacher/student discussion and/or student self-reflection towards judgement or improvement; and,
- report against achievement.

4.7. Reassessment

Reassessment or alternative assessment opportunities may be provided to students providing:

- reassessments are allowed under the course regulations;
- a deferred assessment is approved; and,
- the student is not subject to disciplinary matters due to academic misconduct.

Normally only one reassessment opportunity will be allowed.

Students approved for deferred assessment must sit the deferred assessment on the approved date. No further extension or deferral may be granted. Under Special Circumstances and on approval from the Board of Examiners, a student may be permitted to attempt an assessment in the subsequent semester. After this, no further opportunities will be granted to defer or extend the timeframes of an assessment.



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4.8. Student Appeals

Students have the right to challenge a result or grade if they have reason to believe that an assessment result or a final grade is incorrect. They have the right to seek guidance, advice and support from any appropriate source, and have the right to be represented, present their case and bring evidence when challenging an assessment result. No student will experience discrimination within SMT as a consequence of challenging an assessment result.

The Appeals process will:

- allow for an informal and formal process;
- ensure appropriate levels of authority are delegated in the decision making process;
- allow for the timely resolution of appeals;
- provide an effective mechanism for communication; and,
- provide opportunity for external review.

The assessment appeals process is outlined in Schedule 1: Assessment appeals flowchart.

4.9 Academic Appeals Committee

Where a formal appeal is submitted the:

- Manager Higher Education notify student of receipt of appeal within 5 working days and:
- State the time, date and location of the Academic Appeals Committee (AAC);
- Request the student to present further evidence to support their appeal and notify the student that they may have an advocate; and,
- Manager Higher Education will request a meeting and/or report from the course coordinator regarding the matter.

The Manager Higher Education will convene an Academic Appeals Committee (AAC) within 15 days of receipt of written appeal.

- the AAC will comprise a minimum of three members with a Chair and two other members who are fit and proper persons and have no previous involvement in the matter under appeal;
- the Manager Higher Education will elect the chair and the members; and,
- the chair of the AAC will forward a report and summarise the outcome and decision of the hearing.

4.10 Information for Staff

The “Higher Education Assessment Handbook” (available from the Higher Education Directorate) provides guidelines to support effective assessment, validation, moderation, and academic appeals.

5. DOCUMENTS SUPPORTING THIS POLICY

5.1. Policies

QD52 Higher Education Feedback and Grievance Policy



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QD63 Higher Education Teaching and Learning Policy

5.2. Procedures

QD5201 Higher Education Assessment Appeals Procedure

5.3. Forms

QD510103 Higher Education Examination Validation Form

QD510105 Higher Education Incident Report

QD510104 Higher Education Examination Production Form

Guide to SMT Higher Education Grading System (Document is available on High Education intranet page.)

Higher Education Duties of Examination Invigilators (Document is available on High Education intranet page.)

QD510102 Higher Education Examination Moderation Form

QD510107 Application for Extension/Deferred Assessment

Higher Education Assignment Cover Sheet Form (Document is available on High Education intranet page.)

5.4. Other – Document is available on Higher Education intranet page.

Higher Education Assessment Handbook: A guide for lecturers

South Metropolitan TAFE - Higher Education Academic Regulations

SMT Staff Induction Handbook

6. POLICY REVIEW AND COMMUNICATION

All staff will be notified of new policies and policy changes and the documents will be available on the QMS

7. POLICY APPROVAL

Approved and Endorsed:

Terry Durant

Managing Director

Date: 23 June 2017

8. DOCUMENT HISTORY AND VERSION CONTROL

Version	Date Approved	Approved by	Brief Description
V1.0	23/06/2017	Managing Director	HE Assessment Moderation and Appeal Policy

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