

ASSESSMENT AND MODERATION POLICY

1.0 PURPOSE

The purpose of this policy is to ensure that the integrity of CGSI's approved higher education courses is maintained. This document articulates CG Spectrum Institute's (CGSI) principles for designing and implementing assessment, making informed judgements about students' overall achievement of learning outcomes, the provision of feedback, and the completion of high quality moderation processes. These principles relate to all subjects offered within CGSI's accredited higher education courses.

The CGSI assessment and moderation procedures for both staff and students align directly with, and are guided by, these principles. Therefore, this policy should be read in conjunction with the *Student Assessment Procedure* and *Staff Assessment and Moderation Procedure*.

2.0 SCOPE

This policy applies to all assessment and moderation processes and procedures involving CGSI staff and students.

3.0 DEFINITIONS

Academic Recovery is the term used to describe the processes put in place to ensure that students have the best possible chance of demonstrating their achievement of the Subject Learning Outcomes. These processes may include offering supplementary assessment or resubmission opportunities.

Formative Assessment is designed to promote, enhance and improve the quality of student learning by providing feedback relevant to subject learning outcomes. Formative assessment is ongoing and can be formal or informal. It measures progress rather than attainment.

Summative Assessment is designed to assess students' achievement against the Subject Learning Outcomes (SLOs) using specified criteria that align with the SLOs. Each summative assessment item contributes towards the final grade awarded.

Moderation refers to a process for ensuring that decisions relating to the assessing of students' achievement in a particular task and within a given subject are consistent, fair, valid and comparable between and across student cohorts. Consensus moderation is a process whereby academic teaching staff and/or independent advisers collaborate to reach general agreement about what constitutes quality assessment from design through to implementation, marking, feedback and task evaluation.

Reasonable adjustments refers to the requirement for academic environments to be free from discrimination on the grounds of disability. It is therefore essential that, wherever possible, necessary and reasonable to do so, the usual assessment policies or practices will be varied to meet the needs of a person with a disability.

4.0 RESPONSIBILITIES

The **Academic Board** is delegated responsibility by the Board of Directors for the academic governance and leadership of CGSI, and is responsible for monitoring the implementation of this policy.

The **Assessment Committee** is responsible for confirming grades and recommending student results for approval by the Learning and Teaching Committee prior to their release. The Assessment Committee also reports the findings resulting from the moderation process to the Academic Board via the Learning and Teaching Committee.

The **Learning and Teaching Committee** is responsible for the on-going monitoring of quality assurance processes for learning and teaching. It also has oversight of the assessment process and the assurance of academic integrity. The Learning and Teaching Committee reports annually to the Academic Board on the outcomes of internal and external moderation processes.

The **Course Advisory Committee** is responsible for advising on the quality assurance of the CGSI curricula and reviewing all subjects of study (including assessment mechanisms for each subject).

The **Executive Dean** is responsible for the implementation of this policy in accordance with the processes detailed in the Student Assessment Procedure and the Staff Assessment and Moderation Procedure.

The **Dean Learning and Teaching** in collaboration with the Learning and Teaching Committee and Faculty Deans/Course Directors, is responsible for supporting the Executive Dean in the implementation of this policy in accordance with the processes detailed in the Student Assessment Procedure and the Staff Assessment and Moderation Procedure.

The **Faculty Dean/Course Director** is responsible for conveying clear advice to students and teaching staff about the aims and objectives of the course, subjects and the assessment requirements. They are also responsible for ensuring consistency of teaching and assessment processes and procedures within and across subjects and that moderation processes are conducted in accordance with the Staff Assessment and Moderation Procedure.

Academic teaching staff are responsible for assessing students' responses against the stated criteria and participating in the process of consensus moderation.

5.0 PRINCIPLES

1. The purpose of assessment is to:
 - a. identify and confirm the extent to which students have demonstrated the knowledge, skills and application of course requirements in relation to the learning outcomes for a subject, relevant Course Learning Outcomes (CLOs), and the approved AQF level of the course
 - b. promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive and relevant

- c. support students' understanding of the progress they are making towards demonstrating SLOs and CLOs and, where relevant, graduate attributes
 - d. determine student achievement against a standard grading scale
 - e. generate relevant and timely data on students' achievement for reporting to relevant stakeholders
2. The purpose of moderation is to:
 - a. ensure consistency of assessment processes and procedures within and across subjects and student cohorts
 - b. ensure consistency of judgement in the assessment of student work within individual subjects
 - c. continuously evaluate and improve the quality of the curriculum and the effectiveness of the learning and teaching process
3. The integrity of CGSI's accredited higher education courses is paramount. CGSI is therefore committed to maintaining independent and effective oversight of its higher education courses through its various quality assurance and governance processes.
4. Academic standards must be maintained at all times, with academic integrity being a shared responsibility between students and staff.
5. Assessment design and implementation processes need to be fair, equitable, inclusive, robust, explicit and subject to internal and external moderation processes.
6. Assessment design must ensure alignment between the required tasks, the approved SLOs, CLOs, course content and relevant AQF levels.
7. The volume, distribution and timing of assessment should be carefully considered to ensure a reasonable distribution of workload.

8. Within each subject students have the opportunity to complete assessments that are both formative and summative, with summative tasks having explicitly stated criteria and standards which are clearly articulated.
9. Assessment of student performance within subjects and across courses should include a variety of assessment types to reflect the diversity of learning outcomes (including, but not limited to, written assignments, multimodal presentations, creative projects, scenario-based responses, examinations and practical assessments).
10. Clear, accurate, consistent and timely information regarding assessment tasks (including criteria and standards) is essential for student success and must be included within Subject Outlines and made available to students prior to the semester/trimester commencement date.
11. In order to ensure fairness, all assessment conditions must be adhered to including submission requirements. Extensions and other special considerations may be approved based on consideration of equity and individual circumstances.
12. Reasonable adjustments, wherever possible, should be made by the Subject Coordinator with oversight by the Course Director, to ensure that all students are able to demonstrate their knowledge and skills relevant to the tasks. Adjustments should be designed to ensure that academic standards are not compromised.
13. In order to achieve a grade of Pass or above in any given subject, students must either complete all required assessment tasks or demonstrate that the tasks completed reveal competency of all SLOs.
14. To enable consistent judgment about each student's achievement on a given task, assessments must be marked in accordance with the criteria and standards specified in the subject outline.

15. High quality and timely feedback relating to both formative and summative assessment is a key requirement for supporting student learning and achievement.
16. A range of robust moderation processes are required to ensure consistency of judgement across and between cohorts and subjects.
17. Opportunities for academic recovery are essential for supporting student learning and wellbeing.
18. Students retain the right to seek clarification regarding feedback and assessment results.

RELATED

Assessment and Moderation Procedure
 Quality Assurance Framework
 Course Design Development and Approval Policy
 Course Design Development and Approval Procedure
 Course Evaluation and Review Policy
 Course Evaluation and Review Procedure
 Benchmarking Policy
 Benchmarking Procedure
 Students at Risk Policy
 Students at Risk Procedure
 Student Progression Exclusion and Graduation Policy
 Student Progression Exclusion and Graduation Procedure

Version Control

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V4.0	Complete revision
V3.1	Further refinements
V2.1	Refinements arising from external review and and logo added