METAVISION INSTITUTE
HOLISTIC EDUCATION

Metavision Institute Pty Ltd
A.C.N 102 838 844

Assessment and Moderation Policy

Purpose

This policy provides a framework for assessment, grading and moderation in Metavision Institute's higher education courses. Student assessment is integral to Metavision Institute's academic standards and quality of student learning and is aligned with course and unit learning outcomes. Assessment is based on the principles of integrity and equity.

The purpose of moderation is to confirm that student assessments have been designed and implemented in a manner that assures the integrity of the Institute's courses, with respect to assessing students' ability to apply the knowledge and skills of units at the designated training level, as specified in the learning outcomes.

Scope

This policy applies to all assessment tasks and related activities conducted in Metavision Institute's professionally accredited training courses, including assessment and grading, and moderation.

Relevant TEQSA Threshold Standards

This policy aligns with the requirements of sections:

Related HESF Domain	Section	Standard
Domain 1: Student Participation and Attainment	1.4	Learning Outcomes and Assessment
Domain 3: Teaching	3.1	Course Design
Domain 5: Institutional Quality Assurance	5.2, 5.3	Academic and Research Integrity, Monitoring, Review and Improvement
Domain 7: Representation, Information and Information Management	7.2	Information for Prospective and Current Student

1. Assessment Design

1.1 Assessment tasks are designed to align with course and unit learning outcomes, Metavision Institute's graduate attributes, and the Australian Qualifications Framework (AQF) and relevant national and international benchmarks.

1.1.1 Course documentation will clearly map how each course learning outcome is addressed in unit learning outcomes, assessment tasks, and the curriculum, demonstrating how students progressively develop and achieve these outcomes.

1.2 Assessment tasks will employ varied assessment methods, including formative and summative tasks, and represent an appropriate workload that increases in complexity and challenge as students' progress.

1.2.1 Assessment design considers the diversity of student learning styles and needs, incorporating inclusive practices to provide equitable opportunities for all students.

1.2.2 A range of assessment genres, such as written, oral presentation, skills demonstration, and work-integrated learning, will be developed for each unit, as appropriate for the learning outcomes and content.

1.3 Assessment at Metavision Institute is criterion-referenced and standards-based.

1.3.1 A marking rubric will be provided for each assessment task. The rubric will state the criteria against which the work will be assessed and the standards required for each grade level.

1.3.2 Moderation of assessment will be used to ensure marking is fair, equitable and aligned with the marking rubric.

1.4 Feedback from students, staff, and external examiners will be systematically analysed to inform the ongoing development and enhancement of assessment tasks and practices.

1.5 Educational technology may be used to enhance assessment practices, aligned with accessibility, security and privacy principles.

1.6 Metavision Institute upholds academic integrity in all assessment tasks, with students responsible for understanding and adhering to these principles.

1.7 The use of Generative Artificial Intelligence (GenAI) tools in assessments is permissible within the limits set within the *Academic Integrity Policy*.

2. Grading Types

2.1 Units may employ a grading scale, a competency grade (Non-Graded Pass/Fail), or a combination of both, as specified in the Unit Outline.

2.1.1 Hurdle assessments are not assigned a percentage mark, and units must include a minimum of two assessments graded using the grading scale to determine the final grade.

2.1.2 When both grading types are used, the Competency grade functions as a ‘hurdle’ assessment, requiring students to achieve a Non-Graded Pass to pass the unit in addition to an overall pass.

2.2 Grading Code, Marks and Definition:

Grade	Definition	Code	GPA Weighting	Overall Mark
Fail	Indicates that the student has not met the minimum learning outcomes for the assessment task.	F	0.0	0 - 49% and/ or unsatisfactory completion of a hurdle assessment
Pass	Indicates that the student has demonstrated that they have adequately achieved the unit learning outcomes.	P	4.5	50% - 64%
Credit	Indicates that the student has demonstrated a good level of achievement in the assessment task.	C	5.0	65% - 74%

Distinction	Indicates that the student has demonstrated a high level of achievement in the assessment task.	D	6.0	75% - 84%
Higher Distinction	Indicates that the student has demonstrated an exceptional level of achievement in the assessment task.	HD	7.0	85% +
Fail Non-Submission	This grade is assigned when a student fails to submit an assessment task.	FNS	0.0	NA
Aegrotat Pass	This grade is awarded to a student who has been unable to complete an assessment, due to illness or other significant circumstances beyond their control. Instead of a standard letter or percentage grade, the student may be granted an "aegrotat pass," signifying that they have passed the unit despite not completing all the required assessments.	AP	NA	NA
Grade Pending	This grade is used when a student has been granted an extension beyond the semester of study to complete assessment tasks due to special considerations.	GP	NA	NA
Non-Graded Pass	This grade is used for hurdle assessments, where students must demonstrate competency to pass the assessment, but it is not assigned a percentage mark.	NGP	NA	NA
Withdraw Fail	This grade is assigned when a student withdraws from a unit after the census date and is deemed to have failed the unit.	FW	NA	NA

Placement Not Yet Complete	This grade is used when a student has not yet completed their placement requirements, often due to special considerations.	PL	NA	NA

2.3 Student progress will be monitored throughout their study and students can expect to receive ready access to support services and intervention strategies to ensure academic success. An intervention may be implemented if a student does not successfully complete a Unit of study within a semester. This is defined such as receiving grades of Fail (F), Fail Non-Submission (FNS), and Withdraw Fail (FW) See *Student Progression Policy* for further information.

2.4 Grade Point Average (GPA):

2.4.1 The Grade Point Average (GPA) is calculated based on the following formula:

$$\text{GPA} = \frac{\sum(\text{Grade Value} \times \text{Unit Credit Points})}{\sum \text{Unit Credit Points}}$$

2.4.2 The following unit results are excluded from the GPA calculation:

2.4.2.1 Withdraw Fail

2.4.2.2 Non-Graded Pass

2.4.2.3 Placement Not Yet Complete

2.4.2.4 Grade Pending

2.4.2.5 Aegrotat Pass

2.4.3 The GPA is calculated to two decimal points, but the final GPA recorded will be presented to one decimal point.

3. Word Limits

3.1 Word limits are set in alignment with the weighting of an assessment task and the notional hours of effort required to complete the activity.

3.2 Word limits for each task must be indicated clearly and consistently in the relevant sections of the Unit Outline and in any task descriptions provided online.

3.3 A tolerance of +/- ten percent (10%) will be acceptable on all word limits unless there is an explicit statement to the contrary in the Unit Outline and any task descriptions

3.4 Word limits are inappropriate or inaccurate for certain tasks, such as oral presentations, concept maps, diagrams or flow charts.

3.5 Units that include types of Assessment Task that are not written Assessment Tasks must demonstrate equivalence to the prescribed word limit.

3.6 For these purposes, one (1) hour of examination time is equivalent to 1,000 words; Fifteen minutes of a verbal or visual presentation is equivalent to 1,000 words.

3.7 To ensure consistency and clarity in assessment submissions, the following guidelines define the inclusions and exclusions for word counts in written assignments.

3.7.1 Inclusions: The word count must include the title, all main-body text, headings, sub-headings, direct quotations, and in-text citations.

3.7.2 Exclusions: The word count must exclude the cover page or title page, contents list, abstract or executive summary, the content of tables, figure captions or legends, footnotes, statement of word count, page numbers, header or footer text, reference list or bibliography, and any declaration relative to the use of Artificial Intelligence.

4. Prevention of Plagiarism

4.1 Assessment design is intended to minimise the risk of plagiarism by students by regularly changing assessment tasks and by using authentic assessment methods, for example, demonstrations of counselling skills and practice sessions, including peer learning.

4.2 Plagiarism, including the use of AI tools used to generate text, must be checked prior to the online submission of written assessments.

4.3 Where a student is approved to resubmit an assessment, the Course Coordinator will set a new assessment task to avoid self-plagiarism.

5. Submission of Assessment

5.1 Students must submit a cover page for each assessment task. The title page should adhere to APA 7 requirements and include the following information:

5.1.1 Paper title

5.1.2 Student name and ID

5.1.3 Unit title and code

5.1.4 Academic teaching staff name

5.1.5 Title and number of the assignment

5.1.6 Date due

5.2 Students are responsible for retaining a copy of all submitted assignments.

5.3 Failure to submit work by the nominated due time and date will result in a penalty of five percent (5%) (of the total percentage allocated for that assessment task) per calendar day or part thereof to a maximum of seven (7) calendar days.

5.4 Failure to submit an assessment 7 days after a due date, without prior approval for an extension, will result in a 0 grade or Fail.

6. Extensions and Special Considerations

6.1 Students who are unable to meet assessment deadlines or whose performance in assessments is significantly impacted by compassionate or compelling circumstances beyond their control may apply for an adjustment. These circumstances include, but are not limited to, illness, misadventure, bereavement, significant relationship breakdown, loss of employment, or natural disaster.

6.2 Students seeking an adjustment (modification of task requirements) must submit a formal request using the designated form. This form should be submitted as soon as reasonably practicable, and generally:

6.2.1 For an extension of up to 14 calendar days, the form should be submitted at least seven (7) days prior to the original assessment due date.

6.2.2 For requests beyond 14 calendar days or for other forms of special consideration, the form should be submitted as soon as the circumstances arise.

6.3 All requests for assessment adjustments must be accompanied by relevant and verifiable documentary evidence. This may include:

- a medical certificate;
- a letter from a registered health practitioner or employer;
- a death notice; or
- other appropriate documentation that substantiates the circumstances.

6.4 Students must provide:

6.4.1 A clear explanation of the circumstances impacting the student's ability to complete the assessment.

6.4.2 The specific adjustment being requested.

6.4.3 For extension requests exceeding 14 days, or requests for other special consideration, a proposed revised submission deadline or alternative assessment plan.

6.5 The application for special consideration should be submitted to the Course Coordinator in the first instance. For requests exceeding 14 days, the Course Coordinator will review the application to ensure it aligns with this policy and then forward it to the Dean for consideration.

6.6 Decisions on assessment adjustment requests will be communicated to the student via email:

6.6.1 For extensions of up to 14 days, the Course Coordinator will typically respond promptly, usually within two (2) business days of receiving the complete application.

6.6.2 For requests requiring Dean's approval (extensions beyond 14 days, supplementary assessment, conceded pass), the Dean will typically respond promptly, usually within three (3) business days of receiving the complete application from the Course Coordinator.

6.7 Extensions granted will typically be for a reasonable period, usually up to seven (7) calendar days for standard extensions. Longer extensions may be granted at the Dean's discretion based on the severity and impact of the documented circumstances.

6.8 If an extension is granted, the assessment must be submitted by the new, approved due date. Failure to submit by this date will result in the application of standard lateness penalties as outlined in this policy. Submissions will not be accepted after the extended due date unless further special consideration is granted by the Dean.

6.9 Assessments must be submitted within the semester of study, and within the calendar year of study if the adjustment is granted in Semester 2, unless otherwise approved by the Dean as a Special Consideration.

6.10 In cases where illness, injury, or other significant issues prevent a student from completing assessments or placements by the end of the semester, they must apply for Special Consideration directly to the Dean, providing comprehensive documentation and a proposed plan for completion.

6.11 Where special consideration is granted beyond the semester, a Grade Pending (GP) or Placement Not Yet Complete (PL) may be assigned.

6.11.1 GP grades must be converted to a substantive grade within one semester and before the start of the following academic year, otherwise, the assessment will lapse to a Fail.

6.11.2 PL grades must be converted to a substantive grade within one semester and before the start of the following academic year, otherwise, the assessment automatically lapses to a Fail.

6.11.3 Exceptions to these timelines may be granted by the Dean in substantiated and substantial extenuating circumstances, with a detailed record of the decision kept.

6.12 The Course Coordinator will make available alternative assessment methods for students with a disability who require reasonable adjustments. (Refer to the Student Disability Policy).

7. Assessment Marking and Grading

7.1 Assessment decisions are made by academic teaching staff against the stated marking criteria using the marking rubric to ensure consistency of assessment outcomes.

7.2 Feedback on assessment tasks is respectful, timely (within 21 days), and makes clear to students the reasons for the mark and grade awarded.

7.3 Feedback on assessment tasks is provided to students in a range of ways according to the assessment genre, including verbal or written comments from lecturers directly on the assessment, or via Sophia.

7.4 Feedback includes how students can improve their learning and performance on future assessment tasks.

7.5 Final percentage marks are calculated based on the marks awarded for graded assessment tasks and task weighting.

7.6 Where a unit only uses graded assessments, the weighting noted on the Unit Description will apply.

7.7 Hurdle tasks marked as Non-Graded Pass or Fail do not contribute to the final percentage mark. Where present, a hurdle item must be passed to pass the subject.

7.8 Students may appeal an assessment grade by completing a Review of Grade Request Form, located on Sophia, and emailing it to admin@metavision.edu.au, which will be considered by the Course Coordinator and/or Education Coordinator.

7.9 The aggregation of student marks and grades is checked for errors for each unit by the Course Coordinator and/ or Education Coordinator, prior to submission to the Grade Review Committee.

7.10 Students' unit grades are released to students via Sophia following approval by the Teaching and Learning Committee at the end of each semester.

8. Moderation of Assessment

8.1 Moderation of assessment and results is a quality assurance strategy directed at ensuring the reliability and validity of assessment and ensuring assessments are appropriately designed for the AQF Level of the course. Moderation tests whether the standard of marking within units is appropriate and consistent. The Academic Board is responsible for oversight of assessment moderation reports.

8.2 Consensus moderation is conducted at the beginning of the semester when there is more than one assessor in the unit to reach agreement on the expected standard and outcomes of assessment tasks.

8.3 At the commencement of each semester, a moderation schedule will be developed by the

Course Coordinator and/or Education Coordinator to determine the assessment tasks that will be cross marked internally and externally. The moderation schedule will be submitted to the Grade Review Committee at the end of each semester.

8.4 Internal Assessment Moderation:

8.4.1 Internal assessment moderation will be conducted in the form of collaborative marking activities will be used each semester to ensure that effective and consistent assessment occurs across markers within a unit.

8.4.2 Unit Coordinators are responsible for both marking and overseeing marking for their units.

8.4.3 Moderation activities are to be recorded by each unit coordinator and submitted to the Course Coordinator at the end of each Semester.

8.4.4 A range of assessments across all grade categories must be moderated.

8.5 External Assessment Moderation

8.5.1 External moderation is utilised to benchmark assessment methods and criteria, and marking and grading outcomes, to improve consistency of marking and grading practices within Metavision Institute's professionally accredited training courses;

8.5.2 Metavision Institute will engage an external academic with relevant discipline expertise to moderate assessment for one unit per semester for each year level (two in total). Different units will be selected for moderation each semester.

9. Responsibilities

9.1 Academic Board

9.1.1 Has delegated responsibility by the Governance Board for the academic governance and leadership of Metavision Institute.

9.1.2 Ensures that policies, procedures, and processes are in place to monitor and protect the academic integrity of the student experience.

9.1.3 Accountable for the academic governance and leadership of Metavision Institute, ensuring policies and procedures are in place to uphold academic integrity.

9.2 Teaching and Learning Committee

9.2.1 Ongoing monitoring and quality assurance of teaching and learning, including assessment.

9.2.2 Confirms student results at the end of each semester based on the recommendation of the Grades Review Committee.

9.2.3 Reports to Academic Board regarding revisions to policies and guidelines related to assessment and moderation.

9.3 Course and Curriculum Advisory Committee

9.3.1 Provides quality assurance of curriculum and oversees the development of units and assessment tasks.

9.4 Grades Review Committee

9.4.1 Approves the Moderation Schedule.

9.4.2 Reviews assessments at the end of each semester.

9.4.3 Recommends a final grade for each student enrolled in units at the end of each semester to the Teaching and Learning Committee.

9.4.4 Monitors the grade distribution across the student cohort compared to student performance in the units in previous semesters.

9.4.5 Approves recommendations for graduands and report recommendations to Academic Board.

9.5 Dean

9.5.1 Provides oversight and delegates to the Course Coordinator and Unit Coordinators and providing guidance as required.

9.5.2 Develops and implements strategies to enhance the student experience.

9.5.3 Approves Special Consideration applications.

9.5.4 Assures integrity, consistency and compliance with this Policy by providing oversight and coordination of assessment processes and practices.

9.5.5 Oversees the implementation of all Institute Policies that apply to assessment and moderation.

9.5.6 Ensures work processes are in place to manage student applications for extensions that adhere to this Policy.

9.5.7 Oversees the assessment, feedback and moderation activities of Course Coordinators, Unit Coordinators teaching staff and markers.

9.5.8 Submits assessments to the Grade Review Committee in line with calendar expectations and making representations to the Grade Review Committee where required.

9.5.9 Reports on Student Unit Evaluations and external student surveys.

9.5.10 Prepares recommendations for minor and major changes in assessments to the Teaching and Learning Committee.

9.6 Course and Education Coordinators

9.6.1 Ensures Assessment task information is accurate and consistent across all Units with their responsible Courses.

9.6.2 Ensures that clarification and support is provided as soon as practical but not later than two (2) Business Days for student enquiries that relate to Course level queries.

9.6.3 Ensures that timely, constructive and specific feedback is provided to students by Unit Coordinators and within the timelines identified for marking.

9.6.4 Ensures Unit Coordinators have completed moderation of Assessments.

9.6.5 Educates students about Academic Integrity and actively monitoring Student submissions for breaches of Academic Integrity.

9.6.6 Ensures that results are accurately recorded and recommend Final Grades to the Academic Board via the Grades Review Committee.

9.6.7 Engages with students to pursue informal resolution to resolve concerns about Assessment tasks, feedback and marking.

9.6.8 Recommends alternate timeframes for Assessment task extensions, where required.

9.6.9 Ensures that assessment information is updated each semester in the online learning environment and that clear advice is provided to students.

9.6.10 Plans the timing of assessment tasks to avoid an imbalance of assessment load toward the end of semester across all units.

9.6.11 Reports on allegations of potential breaches of academic integrity to the Dean.

9.6.12 Manages requests for extensions, excluding Special Consideration requests.

9.7 Unit Coordinators

9.7.1 Reports allegations of breaches of the academic integrity policy relating to their responsible Unit to the Course Coordinator.

9.7.2 Educates students in their responsible Unit about Academic Integrity and actively monitoring Student submissions for breaches of Academic Integrity.

9.7.3 Ensures that the marks s awarded for each Assessment task and the Final Grade of a Student in their responsible Unit are consistent with the Grade Descriptors set out in the Grades Procedure.

9.7.4 Ensures that timely, constructive and specific feedback relating to their responsible Unit is provided to Students by the timelines identified for marking.

9.7.5 Ensures students in their responsible Unit are aware of applications for extensions that adhere to this Policy.

9.7.6 Ensures that clarification and support relating to their responsible Unit is provided as soon as practical but not later than two (2) Business Days for student enquiries that relate to Assessment tasks.

9.7.7 For group Assessment tasks relating to their responsible Unit, ensuring that each Student can participate in, and contribute meaningfully to the Assessment task, and mechanisms are in place that facilitates the respectful and timely resolution of group conflicts.

9.7.8 Ensures that timely, constructive and specific feedback relating to their responsible Unit is provided to students by the timelines identified for marking (where marking is completed by the Unit Coordinator).

9.7.9 Submits results relating to their responsible Unit in a timely manner.

9.7.10 Manage requests for extensions relating to their responsible Unit in line with this Policy.

9.8 Academic teaching staff

9.8.1 Completes assigned tasks for which they are employed and appropriate to their level of appointment and role.

9.8.2 Adheres to this and other Policies, procedures, guidelines and forms that apply to assessment and moderation.

9.9 Students

9.9.1 Prepare and submit assessments through Metavision Institute's learning management system, Sophia, by the published due date.

9.9.2 Apply for an extension as per policy.

9.10 Academic Markers

9.10.1 Complete of assessment marking in line with this policy.

9.10.2 Report assessment marking in the manner required by Metavision Institute.

9.10.3 Identify of plagiarism and other forms of academic misconduct as outlined in the *Academic Integrity Policy*.

9.10.4 Report potential plagiarism and academic misconduct to the Course Coordinator.

Definitions

Term	Definition
Assessment	The process used to determine a student's achievement of unit learning outcomes which may include a range of written, oral and skill demonstration methods. Assessment requires students to gather and evaluate information from multiple and diverse sources in order to demonstrate their knowledge and understanding, and the application of skills, as a result of educational experiences. Assessment feedback aims to improve student learning and performance on future tasks.
Assessment criteria	The specific knowledge, skills, values and actions expected to be demonstrated in the assessment task in order to achieve the specified learning outcomes.
Assessment extension	The new due date by which an assessment task must be submitted when students apply for extensions.
Authentic assessment	Assessment tasks that by design assess the application of students' knowledge and skills in real world settings or require students to critically reflect on their own experience, and therefore are highly valid forms of assessment.
Moderation	A quality assurance process of assessment, grading and marking, aimed at ensuring that decisions regarding student performance are accurate, consistent, fair, and aligned with external standards and benchmarks. This process includes consensus moderation, where academic teaching staff reach a general agreement about the expected outcomes for assessment tasks and grading criteria, and external moderation, which involves benchmarking assessment methods and outcomes against external standards.
Extenuating circumstances	Events or situations that prevent students from completing and submitting assessment tasks by the due date, excluding poor time management, or over commitment of study workload.
Formative assessment	Assessment tasks typically placed early in the semester that are designed to provide feedback on performance to improve and accelerate students' learning.
Hurdle Assessments or Tasks	An assessment or task that requires a level of performance or task to be completed as a condition of passing the unit.
Learning Outcomes	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.
Marking rubric	A tool that defines the criteria and standards used to evaluate and grade achievement of marking criteria for an assessment task.
Moderation of assessment	Quality assurance, control processes and activities such as peer review that aim to assure: • consistency or comparability, appropriateness, and fairness of assessment judgments

	• 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.
Plagiarism	The Oxford Dictionary defines plagiarism as 'the practice of taking someone else's work or ideas and passing them off as one's own.'
Self-Plagiarism	A form of plagiarism where a student copies their own work from another task and submits it as new or current work.
Special circumstances	Unforeseen and significant events or situations that prevent students from completing and submitting assessment tasks by the due date or affect their performance in assessment. b) provisions that allow a student to apply for supplementary assessment or some other form of consideration, including a conceded pass in situations where it can be demonstrated that assessment has been adversely affected by special circumstances.
Summative assessment	assessment tasks that test the achievement of unit learning outcomes because of students' learning within the unit.
Weighting	The Weighting of an Assessment task is the percentage that the item contributes to the calculation of the Final Grade of a Student.

Related Documents

Category	Documents
Policies	Assessment and Moderation Policy
	Academic Integrity Policy
	Benchmarking Policy
	Course Development and Approval Policy
	Quality Assurance Policy
	Student Grievance Complaints and Appeal Policy (Academic)
	Student Misconduct Policy
	Student Disability Policy
Other	Strategic Plan
	Academic Quality Assurance Framework
	Course Review Report Template
	Teaching and Learning Plan
	Assignment Extension Request Form
	Special Consideration Form
	Review of Grade Request Form

Version Control

Field	Detail
Document Title	Assessment and Moderation Policy
Approved by	Academic Board
Version No.	v1.6.1, Reviewed July 2026
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Replaces Version No.	v1.6
Next review due	3 years from approval
Custodian	Dean