ASSESSMENT AND MODERATION POLICY

Policy owner	Education Committee
Policy category	Academic
Policy status	Approved
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Last amended	14 August 2025

PURPOSE

MIECAT is committed to ensuring that all students are treated fairly and equitably. This policy outlines the principles and process for assessment and moderation of student work. It seeks to establish a framework for the timely submission, assessment and moderation of student work and clearly communicate the responsibilities of student and institute staff in relation to student assessments.

SCOPE

This policy applies to all students enrolled in either the Masters or Professional Doctorate courses at MIECAT who are completing assessment tasks, as well as all MIECAT teaching staff. It is to be noted that most of this Assessment and Moderation Policy applies to the MIECAT Masters in Therapeutic Arts Practice course. Where appropriate, specific information for the Professional Doctorate in Therapeutic Arts Practice is noted.

POLICY AND PROCEDURES

1. Principles

MIECAT assessment carries a strong awareness that assessment of student work is part of MIECAT's ethical contribution to the development of professions who have public roles in the fields of health and wellbeing, community mental health, community arts, community development, education, and arts-based research.

Therefore, MIECAT has a commitment to the development of therapeutic arts practitioners and researchers with high levels of academic and practical competence, self-knowledge, commitment to social and ethical values, emotional wellbeing, self-management, resilience, and community well-being, as well as a capacity to deal with conflict and commitment to assisting people to make sense of their lives.

Assessment is a transparent process undertaken with integrity by both students and staff to provide robust and fair judgements of student performance. To ensure this outcome the following are the underpinning key principles of MIECAT's assessment process:

1.1 Assessment must be fair, inclusive, and equitable for all students. Any disadvantages to a student that result from disability, additional support needs or unforeseen circumstances, will result in reasonable adjustments being made to assessments. Reasonable adjustments are measures or actions taken to provide substantive equity for students to ensure their active participation in teaching and learning activities including assessment.

1.2 Assessment strategies are AQF standards-based to facilitate student-centred approaches to learning and to evidence the level of achievement of prescribed learning outcomes and attributes.

1.3 Assessment strategies are designed to ensure the constructive alignment of assessment tasks and assessment criteria with prescribed learning outcomes and the knowledge, skills, and application appropriate to the qualification level criteria as specified by the AQF.

1.4 Assessment strategies will include a variety of assessment tasks which are authentic, engaging, meaningful and relevant, and supported by appropriate teaching and learning activities.

1.5 Students are provided with clear and transparent information on assessment expectations (purpose, task requirements, standards, and assessment criteria) via subject outlines.

1.6 Achievement is measured by referencing pre-determined and clearly articulated assessment criteria.

1.7 Assessment practices include constructive and timely feedback to provide students with a measure of progress against prescribed learning outcomes to reinforce learning and to assist in preparation for subsequent assessment tasks.

1.8 Assessment and grades will be moderated to ensure that judgments of student performance are consistent, transparent, reliable, and valid.

1.9 Assessment practices and processes are monitored for quality assurance purposes and actions taken to improve quality and consistency of assessment as part of a process of continual improvement.

2. Forms of Assessment

2.1 Multimodal assignments

MIECAT privileges the arts and values working with different creative arts modalities as a means of bringing experiencing into expression, clarifying understandings, and coming to new knowings. In line with this, it is required that assignments be multimodal. For the Masters course, students will present u**p to 50% of the assignment in creative modalities other than writing**. It is expected that the multimodal components of the assignment be relevant to, clearly articulated, and well explicated in the written components. Specific details of the multimodal components of an assignment can be negotiated with teaching staff, as necessary.

2.2 Practical, In-Class Assessment Tasks

Practical assessment tasks and levels of skill required vary across the Masters course. There is an ongoing focus on developing ethical and relational practice and skills whilst adapting the MIECAT approach. This may include demonstrating competent use of procedures, providing feedback from peers, self-reviews, reflective and reflexive practice, as well as staff observations.

3. Grading

3.1 AQF 8 subjects: Units 1 & 2

All assessment tasks for Units 1 & 2 at AQF 8 level will be assessed as follows: Ungraded (UG) Pass, Resubmit or Fail.

<u>Ungraded Pass</u>

The student has satisfactorily met the subject requirements.

<u>Resubmit</u>

- All criteria must be satisfactorily completed. Where there is insufficient evidence to satisfactorily meet each/any of the assessment criteria the student will be required to resubmit
- A resubmission can only be attempted once for each subject. This may be in the form of written work, oral presentation or other methods approved by the subject coordinator.
- If the *Resubmission* is satisfactorily completed, the student will receive an Ungraded Pass.

Fail

If, after resubmission there is still insufficient evidence to satisfactorily meet the assessment criteria, this will result in a fail for the subject (See MIECAT Progressions Policy).

3.2 AQF 8 subjects: Units 3, 4, 5 & 6

Units 3, 4, 5 & 6 are graded subjects, (please refer to MIECAT Progressions Policy) and are graded. Students will receive a grade for both their multi modal assignment and their practical assessment tasks and the multimodal and practical grades will be combined to reflect one overall grade for the subject. Grading parameters are as follows:

Grade	Cut-off Parameters
Distinction	85%-100%
Credit	70% - 84%
Pass	50% - 69%
Resubmit	Insufficient evidence (less than 50%)
Fail	Unsatisfactory resubmission or failure to submit (less than 50%)

Distinction

To achieve this grade, multimodal assignments will address and speak evocatively to the required assessment criteria. To achieve a Distinction, it is necessary to engage with related literature in a way that illustrates how it has informed your knowing.

To achieve this grade in the practical, in-class assessments, students will demonstrate a high level of practical skill and understanding of the conceptual and practical knowing associated with the ideas and approach taught in the unit.

Credit

To achieve this grade in the multimodal assignments, assessments will clearly address the required assessment criteria in a well-developed manner.

To achieve this grade in the practical, in-class assessments, students will demonstrate a competent level of practical skill and understanding of the conceptual and practical knowing associated with the ideas and procedures taught in the unit.

Pass

To achieve this grade multimodal assignments will adequately attend to the assessment criteria.

To achieve this grade in the practical, in-class assessments, students will demonstrate conceptual and practical knowing associated with the ideas and procedures taught in the unit meeting minimum level standards of understanding and skill.

Resubmit

- All criteria must be satisfactorily completed. Where there is insufficient evidence to satisfactorily meet each/any of the assessment criteria the student will be required to resubmit.
- When specific assessment criteria are not met
    - Students will be asked to resubmit where there is insufficient evidence to meet specific assessment criteria.
    - If the Resubmission is satisfactorily completed, the relevant criteria will be recorded as '*Beginning evidence'*.
- When there is insufficient evidence to pass the overall assessment
    - Where there is insufficient evidence for the assessment to achieve an overall pass grade, students will be required to resubmit. If the resubmission is satisfactorily completed, the assessment will be graded as a pass.
- A resubmission can only be attempted once for each subject. This may be in the form of written work, oral presentation or other methods approved by the subject coordinator.

Fail

If a student resubmits and there is still insufficient evidence to satisfactorily meet the assessment requirements this will result in a *Fail* for the subject (please refer to MIECAT Progressions Policy).

3.3 AQF 9 &10 subjects

All assessment tasks at AQF 9 or 10 levels will be assessed as follows: Ungraded (UG) Pass, Resubmit or Fail (see descriptions in section 3.1).

4. Responsibilities

4.1 **Education Committee**

4.1.1 The Education Committee is responsible for oversight of assessment design as part of the course development process and the approval, monitoring and review of policies and procedures that govern assessment, academic integrity, and misconduct.

4.1.2 The Education Committee is responsible for monitoring and guiding the assessment practices of academic staff, including part-time and sessional staff, to ensure compliance with policy and timely implementation of processes.

4.2 **Staff**

Staff are responsible for the fair, objective and consistent assessment of student performance and administration of assessment practices.

4.2.1 On enrolment all students will be given a copy of the MIECAT Assessment and Moderation policy.

4.2.2 At the commencement of each subject students MUST be provided with a copy of the assignment/assessment tasks, the assessment criteria, assessment protocols for assignment submission, the word limits and the assignment submission dates.

4.2.3 It is the responsibility of teaching staff to allocate time within the subject to discuss and respond to questions related to the assessment tasks.

4.2.4 All assignments that are submitted at or before the due date will be returned to students within 3 weeks of the submission date, unless advised otherwise. Staff will not be required to comply with this timeline if an assignment is late or the student has an extension.

4.2.5 Staff are expected to participate in assessment moderation. Moderation practices include attending ongoing assessment professional development, using a standardised rubrics for assessment, sharing, reviewing and discussing the grading of assessment tasks with colleagues and the Subject Coordinator, and double marking assessment tasks that are marked as unsatisfactory.

4.2.6 Assessment is based on the assessment criteria defined for each of the subjects.

4.2.7 Subject co-ordinators must ensure that all assignments that have insufficient evidence of meeting the assessment criteria are considered by two staff before the assignment is returned to the student.

4.2.8 The teaching staff in consultation with the subject coordinator will determine an appropriate resubmission by the student.

4.2.9 Following a resubmission, if the assessor deems there is still insufficient evidence for the assessment to pass, then it is marked as a Fail. In this instance, the subject co-ordinator must ensure that the assessment is double marked. If there is a marking discrepancy the final mark will be considered and determined in consultation with the Course Coordinator.

4.2.10 If an assignment is submitted late beyond the agreed due date for submission staff will grade the assignment as either a pass or a resubmit.

4.2.11 MIECAT Student Services team are responsible for acknowledging receipt of a student request for an extension and notifying the student that an extension has or has not been granted.

4.2.12 The subject co-ordinator is responsible for ensuring that any student who is not satisfied with the outcome of the assessment process is aware of available options, for moving forward. Students may be directed to, either the relevant section of this policy where students can apply for a re-mark of their assignment, or to the MIECAT Grievance Policy.

4.3 **Students**

4.3.1 Students must ensure they are enrolled (i.e. fees are paid) when any assessments are submitted for marking/examination. Students not enrolled (or with fees outstanding) will not have their assessments marked.

4.3.2 Students must keep a copy of each assignment submitted.

4.3.3 Assignment submission requirements

- Students must ensure that all pages in assignments are named and numbered.
- Students must ensure that they refer to the Student Assessment policy, *MIECAT formatting and writing guide,* and the most current *Quick Guide to APA referencing.*
- Assignments (including journals) must include a *MIECAT assignment cover sheet* that indicates the assignment task and the actual word count, the staff responsible for assessment, the student's name and I.D. number, and a signed statement of authorship.
- Doctoral students must ensure they adhere to the MIECAT protocols for the submission of externally assessed theses.

4.3.4 **Masters Course extensions**:

MIECAT recognises that students may encounter extenuating circumstances that impact their ability to submit assessments on time.

Detailed information about what qualifies as an extenuating circumstance, and the types of supporting documentation required, is outlined in the MIECAT Extenuating Circumstances Guidelines**.**

The following section outlines the process for requesting and managing assessment extensions:

- If there are extenuating circumstances that impact your ability to submit by the due date, you must complete the Masters – Assessment Extension Request form at least 48 hours prior to the original due date.
- It is important to note that submitting a request for an extension does not guarantee that this request will be granted.
- If an extension request is not approved, the student will still need to submit the relevant assessment on the original due date.
- Approved extensions commence from the original due date of the assessment.
- The new submission date will be communicated by the Student Services Team in writing via students' MIECAT email.
- Students should be aware that if an extension is granted the timelines for marking will change, which may jeopardise re-enrolment in a subsequent subject where there are subject prerequisites.

Extension Timeframes and Approval Process

Extensions up to 1 Week

- Students may apply for a one-week extension using the Masters – Assessment Extension Request form.
- These are reviewed and approved by the Student Services Team.
- Students must provide reasons for the extension request.
- One-week extensions do not require any supporting documentation to be submitted.
- Only one one-week extension can be granted per assessment.

- Students will be notified of the outcome via their MIECAT email address by the Student Services Team within 1-2 working days.

Extensions of more than 1 Week

- Students may apply for extensions beyond one-week using the Masters – Assessment Extension Request form.
- Students who have been granted a one-week extension, may apply for an additional extension of up to 3 weeks from the original due date.
- Students must provide reasons for the extension request, explaining how these meet extenuating circumstances and must include supporting documentation (see below for further details).
- Students will be notified of the outcome via their MIECAT email address by the Student Services Team within 2-3 working days.

Students may apply for:

Extensions up to 3 weeks

- These are reviewed by the subject coordinator and the class facilitator for the relevant subject.

Extensions over 3 weeks

- These are reviewed by the Course Coordinator.
- Requests for extensions over 3 weeks may impact progression and are considered with additional care.

Examples of extenuating circumstances may include:

- Illness, injury or mental health conditions
- Changes to your employment
- Death or serious illness in the family
- Caring responsibilities
- Legal obligations (e.g. court appearance, jury duty)
- Trauma, crisis or misadventure

- Being a victim of crime
- Unavoidable technology failure

Examples of supporting documentation may include:

- A statutory declaration (if no other documentation is available)
- A self-certifying written statement explaining your circumstances
- A medical certificate or letter from a health professional
- A police report
- A death certificate or funeral notice
- A letter from your religious leader
- A letter from your employer

Requirements for supporting documents:

- You must not submit photographs, audio files or videos with content that may be considered distressing or graphic
- You are not required to provide certified copies of documents during the initial application process, scanned copies are sufficient.

All supporting documentation is handled confidentially and stored in accordance with MIECAT's Privacy Policy and is only shared with those involved with the extension approval process.

4.3.5 Late submissions

AQF 8 graded assignments submitted beyond the agreed due date will, if satisfactory, only achieve a PASS. In instances where there is insufficient evidence to achieve a pass grade, students will be required to resubmit.

4.3.6 Assessment protocols for graded subjects

Students who receive a PASS grade in either the multimodal assignment or practical-in-class component, or who have been required to resubmit assessment criteria more than twice in any of the graded subjects, (Unit 3: Engaging with Materials; Unit 4: Emergent

inquiry; Unit 5: Patterns of Emotional Experiencing; Unit 6: Refining Companioning Skills) will be invited to meet with a Progressions Panel to discuss progression into the stream subjects (See Progressions and Candidature Policy for details)

4.3.7 Request for Re-mark

Students may request a re-marking of their assignment if they believe a higher grading is warranted. The procedure is as follows:

- Students will be required to put in writing to MIECAT Student Services (admin@miecat.edu.au) with a request for a re-mark, outlining the reasons for the request. In addition, students will be asked to include a copy of the marked assignment and any feedback associated with this assignment – this is to be done within 2 weeks of receiving the assessment/feedback.
- This request will be considered by the subject coordinator and the Course Coordinator, and a decision will be made as to whether the assignment will be remarked.
- The student will then be advised of the decision within a week and if there is agreement that a re-mark is appropriate the student will be required to send an unmarked copy of the assignment to the subject coordinator, and this will be forwarded on to an independent MIECAT assessor.
- The Course Coordinator will consider both the first assessment and the re-mark grade and feedback and assign a final grade for that assignment.

4.3.8 Grievances

Students who are not satisfied with the deliberations and decisions of the assessment processes outlined above will be directed to the MIECAT Grievance handling and resolution policy should they wish to take further action.

4.4 **Professional Doctorate Theses – External assessment**

Refer to Research Training Policy.

RESPONSIBILITY FOR IMPLEMENTATION

Education Committee, all students enrolled at MIECAT, all MIECAT staff

KEY STAKEHOLDERS

Education Committee, Academic Board, all students enrolled at MIECAT, all MIECAT staff

SUPPORTING DOCUMENTS

MIECAT Assignment Cover Sheet

MIECAT Extenuating Circumstances Guidelines

MIECAT Formatting and Writing Guide

Most current Quick Guide to APA Referencing

MIECAT Research Training Policy

MIECAT Student Progression, Candidature, Deferral and Exclusion Policy

MIECAT Grievance Handling and Resolution Policy

VERSION HISTORY

Date of Issue	Version	Author	Summary of changes
12/02/2017	1.0	J Allen	Changes made in line with Education Committee feedback
23/02/2017	1.1	J Allen	Issued to Academic Board for approval
16/1/2018	1.2	S Bush	Changes made in line with Education Committee feedback regarding Assessment protocols for graded subjects
16/1/2018	1.2	S Bush	Issued to Academic Board for approval
17/5/2018	1.3	S Bush	Changes made in line with Education Committee feedback
24/5/2018	1.3	S Bush	Issued to Academic Board for approval
16/7/20	1.4	S Bush	Changes made in line with changes to graded subjects and progression requirements
8/10/20	1.4	S Bush	Issued to Academic Board for approval
9/12/20	1.4	S Bush, K Swan	Further changes made in line with changes to graded subjects and progression requirements
12.02.21	1.5	S Bush K Swan	Further changes made in line with changes to graded subjects and progression requirements
16/07/21	1.6	S Bush, Kim Swan	Updated information regarding grading, extensions, remarks, and assessment protocols.
22/07/21	1.6	S Bush K Swan	Issued to Academic Board for approval
6/04/23	1.7	J. Mitchell	Updated information regarding grading, extensions, remarks, and assessment protocols.
1/06/23	1.8	J. Grace	Editorial and minor refinements 2.1,3.2, 4.3.6
30/03/24	1.9	K. Szydlik	Changes made in responses to external course review, change to extension policy, change to over the word count criteria.
23/04/24	1.9	K. Szydlik	Approved by Academic Board

14/08/25	1.10	A Richards	Updated information and clarity regarding Masters extension requests. Replacement of ‘hurdle subjects’ to graded subjects. Approved by Education Committee.

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