

Responsible Officer		Academic Dean		
Superseded Documents		None		
Associated Documents		Academic Appeals Policy Academic Appeals Procedure Academic Integrity Policy Student Support Policy Student Support Procedure Risk Management Plan–Generative AI Graduate Attributes The Course Learning Outcomes for each coursework award		
Review Date		May 2029		
Version	Endorsed By			
1.0	Academic Dean	Academic Board	23/05/2025	23/05/2025

1. PURPOSE

An assessment policy is required to guide and evaluate course development and delivery; to assure the authenticity and integrity of students' learning; to promote the confidence of stakeholders in our graduates; to provide students with clarity and reassurance around the most stressful aspects of their study; and to function as a metacognitive tool to help students take responsibility for their learning and collaborate with faculty to improve the effectiveness of their education.

2. BACKGROUND

Assessment is the most powerful of educational tools. A unit's assessment tasks are the first thing students look for and the main thing they take into consideration in choosing how to involve themselves in the unit. This places a great responsibility upon assessment, and upon course designers to ensure that the goal and result of assessment is *learning*. The assessment cycle should begin with learning outcomes; provide learning opportunities that enable these outcomes to be achieved; assess the extent to which a student's learning matches these outcomes; and use this information to strengthen the learning process.

3. SCOPE

The policy applies to all students in accredited coursework awards of the College. Application of the policy to students whose educational context is atypical will be more challenging and may require separate procedures.

4. DEFINITIONS

Term	Definition
assessment	"Assessment" is short for <i>assessment of learning</i> , learning being a dynamic process involving the growth of knowledge and skills.
authentic assessment	Assessment that elicits knowledge or skills required in real-life settings. The Christian ethos of College, expressed in its mission, defines the nature of authentic assessment. The Graduate Attributes provide a snapshot of authenticity.
developmental narrative	The narrative that explains the point of a unit or course. It flows from its Aim, through its Learning Outcomes and learning activities, to its assessment tasks and back into the aim/ministry practice.
educational context	The context of education at the College—full-time, in-person, and residential—enables the use of a variety of best practices for effective assessment.
educationally effective assessment	Assessment which contributes to students' cognitive growth and their engagement as learners. In particular, it enables students to achieve unit Learning Outcomes and, over the whole course, to acquire the desired Graduate Attributes.
formative assessment	Assessment for learning, involving feedback that directs and deepens further learning.
metacognitive assessment	Assessment as learning, involving self-reflection.
summative assessment	Assessment of learning by quantitative measurement.

5. POLICY STATEMENT

Moore College is committed to designing assessment that is educationally effective, as described in §5.1, and authentic, as described in §5.2; and to creating assessment instruments that conform to the "best practices" listed at §5.3. The details in this statement are based on research including research published by the College's faculty and staff. They show awareness of current assessment policies of Australian benchmark universities, and they pay due regard to the context and ethos of Moore College.

5.1. Assessment at Moore College shall:

- (i) measure performance (summative assessment) as little as possible and only as much as necessary; its focus shall be on the formative assessment of learning;
- (ii) build students through cumulative learning activities, which enable student and teacher alike to observe and develop knowledge and skills;
- (iii) set tasks that are both achievable and academically challenging;
- (iv) involve active and collaborative learning, because deep learning is a product of social interaction;
- (v) share responsibility for learning with the learner (self assessment) and the learning community (peer assessment).

5.2. Assessment at Moore College shall:

- (i) be readily embraced as important and valuable, so that students are intrinsically motivated to complete it;
- (ii) promote self-regulation, developing students' ability to persevere and take responsibility for tasks;
- (iii) provide opportunities to discern and acknowledge personal strengths and weaknesses, and to learn from experience;
- (iv) develop the ability to work with and develop others, and to communicate well in diverse contexts;
- (v) prepare students for ministry by observing their problem-solving as a measure of their learning.

5.3. Assessment at Moore College shall be characterised by:

- (i) Equity. Assessment must support the learning of every type of student.
- (ii) Accuracy. Feedback should be as objective as possible, based on criteria rather than comparison.
- (iii) Alignment. Assessments should be consistent with the level and kind of learning outcomes specified for units and courses.
- (iv) Validity. Assessment should demonstrate to the teacher and others that each student has achieved each Learning Outcome of the unit and the course.
- (v) Integrity. Assessment design should minimise the potential for academic misconduct, including the misuse of Generative AI, by removing the motivations generated by incompetence, fear of failure, inauthenticity (e.g. irrelevance), and lack of accountability; and, where necessary, by making misconduct difficult through detection and prevention.
- (vi) Accountability. Feedback should be timely, received by students before its formative benefits are lost, with some feedback provided early enough in a unit to identify students who may require extra support in their transition to study.
- (vii) Fellowship. The role of assessment within the developmental narrative of the units and the course should be understood and embraced by both teachers and students.
- (viii) Communication. Assessment must be able to measure and certify performance at the end of a course against established standards.

6. LEGAL AND POLICY FRAMEWORK

This policy supports compliance with the *Higher Education Standards Framework* (2021), especially standards 1.3.2, 1.4.3, 1.4.5, 1.4, and 2.2.1.

7. REVIEW AND HISTORY

Version	Approved By	Approval Date	Effective Date	Sections modified
1.0	Academic Board	23/05/2025	23/05/2025	New policy