Ozford Institute of Higher Education   **CRICOS Provider No: 03429B**

MODERATION OF ASSESSMENT POLICY

Approving authority	Academic Board
Approval date	5 December 2013
Purpose	This policy outlines the process for moderating assessment tasks and the assessment of students' work.
Responsibility for implementation	Head of School (HE)
Next scheduled review	December 2017
Document Location	R:\Higher Education\Academic Policies\Policies to be Approved by AB\Final Reviewed Version of Policies\AB approval 5 Dec 13\Moderation of Assessment Policy.docx
Associated documents	Assessment and Grades Policy Academic Integrity Policy

Acknowledgements:

This policy has been developed with reference to the following institutions' policies:

Macquarie University (2013). *Assessing Student Achievement of Learning Outcomes*. Retrieved from: http://staff.mq.edu.au/teaching/evaluation/resources_evaluation/developing_unit/assess_achievement/#designing

University of Ballarat, *Moderation of Assessment (Higher Education) Policy*, available at http://policy.ballarat.edu.au/higher_education/assessment/ch02.php, accessed 22 July 2013

1.   Principles

All assessment tasks are clearly aligned to learning as communicated in Course details and Unit Profiles and as expressed in the learning outcomes. Assessment tasks should be fair and consistently applied and set at a level consistent with the expectations of the relevant AQF level of the course and with the standards applying in Australian universities and higher education providers.

The process of moderation is integral to the academic standards and academic integrity of the Institute and its courses and the moderation process is an integral part of the assessment processes and should also be understood and implemented in the context of the Institute's Academic Integrity Policy.

The grading of the student's performance against these standards should be appropriately, fairly and consistently applied for all students undertaking the same course of study.

2.   Definitions

2.1 Moderation

Moderation is the process of verifying the legitimacy of assessment tasks and in particular the assessment and benchmarking of the standards of the unit as demonstrated by students.

2.2 Assessment task

An assessment task is one that has been prescribed to be completed by students and assessed to be included as part of the final grade for a unit of study.

2.3 Learning outcomes

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Learning outcomes are clear and specific statements that describe what students are expected to know, understand or be able to do on the completion of unit of study (Macquarie University, 2013). They are published in the Unit Profile.

2.4 Graduate attributes

"Graduate attributes are the qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include, but go beyond, the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents for social good in an unknown future."

> Bowden, J., Hart, G., King, B., Trigwell, K., and Watts, O. 2000. *Generic Capabilities of ATN University Graduates*, Australian Technology Network Teaching and Learning Committee, Final Report for DETYA

2.5 Internal moderator

An internal moderator is a suitably qualified academic who is engaged full-time, part-time or as a sessional and has been appointed to moderate a unit of study.

2.6 External moderator

An external moderator is a suitably qualified academic or subject expert, not employed by OIHE, who has been appointed to moderate a unit of study.

2.7 Marking scheme

A marking scheme is a structure that provides a clear statement of the assessment task criteria and the standards of student work required to attain different levels of achievement in assessment tasks. (See for example the exemplar Marking Scheme, page 5, Assessment and Grades Policy.)

2.8 Pre-assessment moderation

Pre-assessment moderation refers to the moderation of assessment tasks.

2.9 Post-assessment moderation

Post-assessment moderation refers to the moderation of students' submitted assessment tasks and is specifically aimed at ensuring that the standards being achieved by students in the course are comparable with those achieved in similar institutions and hence can benchmark satisfactorily against sector wide academic standards.

3.   Policy

This policy sets out standards for pre-assessment moderation in respect of all assessment tasks and post assessment moderation standards in respect of grading students' performance against assessment tasks.

This policy ensures, through pre-and post-moderation processes described below, that assessment tasks have been appropriately designed and that marking standards are consistently applied across all Institute courses. It ensures that student performance is assessed fairly and consistently across all courses and units delivered by the Institute.

External moderation assists in ensuring that appropriate academic standards are monitored and maintained.

4.   Responsibility

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4.1   Academic Board is responsible for over sight of the *Moderation of Assessment Policy*. The Head of School has delegated responsibility from Academic Board to implement the *Moderation of Assessment Policy*.

4.2   The Head of School is responsible for ensuring that individual Unit Convenors are appointed and that moderation is carried out according to the *Moderation of Assessment Policy*.

4.3   Unit Moderators are responsible for conducting and reporting the outcomes of pre- and/or post-assessment moderation, in accordance with the *Moderation of Assessment Policy*.

4.4   The Head of School is required to convene a *School Assessment Committee* as per clause 6.1 of the *Assessment and Grades Policy*. Under clause 6.3 of the *Assessment and Grades Policy*, the *School Assessment Committee* is to assure the quality of unit assessment items and the moderation processes undertaken within units.

4.5   Academic Board is responsible for monitoring the implementation and outcomes of the *Moderation of Assessment Policy* by receiving annual reports from the Head of School as part of an annual review of the performance of each course required under section 3 of the *Course and Unit Approval and Review Policy*.

5.   Procedures

5.1   *Pre-Assessment moderation*

5.1.1   All assessment tasks for a Unit are to be internally moderated prior to the administration of each assessment task.

5.1.2   The internal moderator will normally be a suitably qualified academic who is the not the current term Unit Convenor.

5.1.3   The internal moderator's role is to ensure assessment tasks are:

- Aligned to the unit learning outcomes and published assessment requirements of the unit.

- Consistent with the stated graduate attributes.

- Valid, fair, feasible and without factual errors or ambiguous information.

- Clearly and accurately expressed and presented.

- Pitched at a level consistent with the AQF level for the unit.

5.2   *Post-Assessment moderation*

5.2.1   Post-assessment moderation of marks/grades awarded to students will be performed as follows:

Internal Moderation

For all units, each time a unit is offered

External Moderation

For all units, every third time a unit is offered

5.2.2   The internal moderator will be a suitably qualified academic who is the not the current term Unit Convenor.

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5.2.3   The external moderator will be a suitably qualified academic or subject expert who is not currently employed or otherwise engaged with the Institute and who has the experience to assess that appropriate standards are being achieved.

5.2.4   A representative sample of students' submitted assessment tasks/exam scripts will be moderated. A range of grades is to be included in the sample. The sample will be at least 20% of the submitted assessment tasks/exam scripts.

5.2.5   The internal and external moderator will be provided with a copy of the assessment task, Unit Profile, marking guide or scheme and suggested or model answers.

5.2.6   The intent of post-assessment moderation is to provide feedback to the Unit Convenor and Head of School on the standards that are being achieved by students.   Post-assessment moderation is not intended to override the original mark/grade awarded to a student, unless in the case of obvious mistakes or assessments which unduly disadvantage a student.

5.3   Types of Post-Assessment Moderation

5.3.1   The moderation method to be used should be appropriate to the assessment task.

5.3.2   Moderation methods may include, but not limited to:

5.3.2.1   The use of a marking guide or scheme to provide guidance for assessment.

5.3.2.2   The use of internal moderators.

5.3.2.3   The use of external assessors as moderators.

5.3.2.4   Online marking which will require the inputted solutions/answers to be moderated.

5.3.2.5   The use of suggested or model answers to provide an exemplar for assessment.

5.3.2.6   The use of blind marking (where assessment submissions /exam scripts are identified by student number only, and not student name.

5.3.2.7   The use of double marking based on a sample of at least 20% of student assessment submission/exam scripts.

5.3.3   The following table provides a guide to appropriate moderation methods for different assessment tasks:

Assessment Task	Post-Assessment Moderation Method
Class test	- Internal moderator - Marking Guide - Suggested/model answers
On-line test (or quiz)	- Internal moderator - Suggested/model answers matched to inputted data
Written assignment (group and individual), including Case Study	- Marking Guide - Suggested/model answers - External moderators - Blind marking - Double marking
Oral class presentation (group and individual)	Internal moderator

	• Sample of audio/video recording of presentations.
Written formal examination	• Marking Guide • Suggested/model answers • External moderators • Blind marking • Double marking

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