MODERATION OF ASSESSMENT POLICY

Approving authority	Academic Board
Purpose	This policy outlines the process for moderating assessment tasks and the assessment of students' work.
Responsible Officer	Academic Dean
Next scheduled review	June 2021
Document Location	http://www.ozford.edu.au/higher-education/policies-and-procedures/
Associated documents	Assessment Policy and Procedure Academic Integrity Policy and Procedure Moderation of Assessment Procedure

1.   PRINCIPLES

All assessment tasks are clearly aligned to learning as communicated in Course details and Unit Outlines 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.   SCOPE

This policy applies to internal and external moderation of students' assessment items for each unit before and after the assessments are administered.

3.   DEFINITIONS

3.1 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.

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

3.3 Learning outcomes
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 the unit of study (Macquarie University, 2013). They are published in the Unit Outline.

3.4 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

3.5 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.

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

3.7 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 Policy.)

3.8 Pre-assessment moderation

Pre-assessment moderation refers to the moderation of assessment tasks before the assessment is handed to students.

3.9 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.

4. 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 in the procedures, 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.

5. RESPONSIBILITY

5.1 Academic Board is responsible for oversight of the *Moderation of Assessment Policy*. The Academic Dean has delegated responsibility from Academic Board to implement the *Moderation of Assessment Policy*.

5.2 The Academic Dean is responsible for ensuring that individual Unit Co-coordinators are appointed, and that moderation is carried out according to the *Moderation of Assessment Policy*.

5.3 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*.

5.4 The Academic Dean is required to convene a *School Assessment Committee* as per clause 11.1 of the *Assessment Policy*. Under clause 11.3 of the *Assessment Policy*, the *School Assessment Committee* is to assure the quality of unit assessment items and the moderation processes undertaken within units.

5.5 Academic Board is responsible for monitoring the implementation and outcomes of the *Moderation of Assessment Policy* by receiving annual reports from the Academic Dean as part of an annual review of the performance of each course required under section 4 of the *Course and Unit Development, Approval and Review Policy*.

6. QUALITY ASSURANCE

To ensure that this policy is fit for purpose and meets the requirements of the HES Threshold Standards the policy will be;

6.1 internally endorsed by the Executive Management Team on development or review, prior to approval by Governing Board, or the Academic Board or other delegated authority;

6.2 externally reviewed as part of any independent review of the HES Threshold Standards approved by the Governing Board;

6.3 internally reviewed by the Responsible Officer every three years from the date of approval (if not earlier).

6.4 referenced to the applicable HES threshold Standard and/or other legislation/regulation.

7. FEEDBACK

Feedback and comments on this policy are welcomed by the listed Responsible officers of the Institute.

8. ACKNOWLEDGEMENTS:

This policy was initially developed with reference to the relevant policies and procedures of the following institutions:

Macquarie University (2013). *Assessing Student Achievement of Learning Outcomes*.
University of Ballarat, *Moderation of Assessment (Higher Education) Policy*, July 2013

9. VERSION CONTROL

Version	Date approved	Description	Approved by
1.0	5 December 2013	Initial issue	AB
2.0 (Revised)	5 June 2018	Reflecting the requirements of the HESF standards and changes in academic leadership structure	AB
Related legislation/ regulation/standard	HES Threshold Standards (2015) 1.4 (Learning Outcomes and Assessment)		