

## MODERATION OF ASSESSMENT PROCEDURE

<b>Approving authority</b>	Executive Management Team
<b>Approval date</b>	June 2018
<b>Purpose</b>	These procedures outline the processes to be followed in carrying out internal and external moderation of assessment at the Institute
<b>Responsible Officer</b>	Academic Dean
<b>Next scheduled review</b>	June 2021
<b>Document Location</b>	<a href="http://www.oxford.edu.au/higher-education/policies-and-procedures/">http://www.oxford.edu.au/higher-education/policies-and-procedures/</a>
<b>Associated documents</b>	Moderation of Assessment Policy

### 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 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.

#### *3.5 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.

#### *3.6 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.)

#### *3.7 Pre-assessment moderation*

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

#### *3.8 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. PROCEDURES**

### **Moderation of Assessments**

#### ***4.1 Pre-Assessment moderation***

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

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

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

- aligned to the subject learning outcomes and published assessment requirements of the subject;
- 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 subject.

#### ***4.2 Post-Assessment moderation***

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

- internal moderation;  
for all subjects each time a subject is offered
- external moderation;  
for all subjects, every third time a subject is offered

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

4.2.3 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.

4.2.4 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.

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

4.2.6 The intent of post-assessment moderation is to provide feedback to the Unit Convenor and Academic Dean 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.

#### ***4.3 Types of Post-Assessment Moderation***

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

4.3.2 Moderation methods may include, but not limited to:

- 4.3.2.1 The use of a marking guide or scheme to provide guidance for assessment;
- 4.3.2.2 The use of internal moderators;
- 4.3.2.3 The use of external assessors as moderators;
- 4.3.2.4 Online marking which will require the inputted solutions/answers to be moderated;
- 4.3.2.5 The use of suggested or model answers to provide an exemplar for assessment;
- 4.3.2.6 The use of blind marking (where assessment submissions /exam scripts are identified by student number only, and not student name);
- 4.3.2.7 The use of double marking based on a sample of at least 20% of student assessment submission/exam scripts.

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

Assessment Task	Post-Assessment Moderation Method
Class test	<ul style="list-style-type: none"> <li>• Internal moderator</li> <li>• Marking Guide</li> <li>• Suggested/model answers</li> </ul>
On-line test (or quiz)	<ul style="list-style-type: none"> <li>• Internal moderator</li> <li>• Suggested/model answers matched to inputted data</li> </ul>
Written assignment (group and individual), including Case Study	<ul style="list-style-type: none"> <li>• Marking Guide</li> <li>• Suggested/model answers</li> <li>• External moderators</li> <li>• Blind marking</li> <li>• Double marking</li> </ul>
Oral class presentation (group and individual)	<ul style="list-style-type: none"> <li>• Internal moderator</li> <li>• Sample of audio/video recording of presentations.</li> </ul>
Written formal examination	<ul style="list-style-type: none"> <li>• Marking Guide</li> <li>• Suggested/model answers</li> <li>• External moderators</li> <li>• Blind marking</li> <li>• Double marking</li> </ul>

#### 4.4 Reporting

The Convenor of each moderation meeting will make a formal report of the outcomes to the Academic Dean including recommendations for improvement to

- the assessments;
- assessor judgments including advice on specific adjustment of the results of a specific cohort of candidates;
- the context and conditions for the assessment;
- the advice to students about assessments;
- the criteria used for judging the quality of performance (e.g. the decision making rules, evidence requirements etc.).

#### 5. QUALITY ASSURANCE

To ensure that this procedure is fit for purpose and meet the requirements of the HES Threshold Standards the procedure will be:

- 5.1 internally approved by the Executive Management Team on development or review
- 5.2 externally reviewed as part of any independent review of the HES Threshold Standards approved by the Governing Board;
- 5.3 internally reviewed by the Responsible Officer every three years from the date of approval (if not earlier).
- 5.4 referenced to the applicable HES threshold Standard and/or other legislation/regulation.

#### 6. FEEDBACK

Feedback or comments on this procedure is welcomed by the listed Responsible officers of the Institute

## 7. VERSION CONTROL

Version	Date approved	Description	Approved by
2.0	June 2018	Initial issue	EMT
Related legislation/ regulation/standard	2015 HES Threshold Standards 1.4		