

Assessment Moderation Policy and Procedure

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Purpose

This Policy establishes minimum requirements for moderation of student assessment conducted at Australia Institute of Future Education (**AIFE**).

This policy is designed to ensure that the assessment moderation is undertaken consistent with the requirements as mandated by the *Higher Education Standards Framework (Threshold Standards) 2021* (**HESF**).

Scope

This Policy applies to:

- All units in all courses, and
- Academic staff involved in the design, delivery and administration of courses offered by AIFE (a Positional Chart and Role Description is at Appendix 2).

Policy

Principles

AIFE establishes guidelines and requirements for the moderation processes for student learning through this Policy and Procedure, which has been reviewed and approved by the Academic Board.

Assessment moderation is a cycle of internal or external analysis conducted prior to, during and after delivery of a unit.

To broaden the scope and reliability of the moderation process, in the first year of AIFE's operation, 50 per cent of the units offered in each course will be externally moderated. After the first year of operation, at least one third of the units offered will be moderated externally each year. The Academic Board may nominate additional unit(s) for external moderation as and when required.

Procedure

Pre-assessment moderation

Pre-assessment moderation certifies the relevance of assessment tasks against course learning outcomes and graduate attributes and occurs prior to a unit being delivered and whenever a unit of study is modified.

The Associate Dean with input from another academic teaching staff member will prepare a pre-assessment moderation report in the prescribed form at the commencement of the teaching period in which the unit (or modified unit) is to be delivered.

The purpose of the pre-assessment moderation is to ensure that:

- Tasks are aligned to the learning outcomes and assessment requirements listed in the Unit Outline,
- Tasks are appropriate to the level of the unit within the course, taking into consideration assumed learning,
- Tasks are appropriately and fairly weighted,

- Proposed assessment tasks and rubrics are valid, reliable, and fair,
- Task content and instructions are clearly and accurately presented,
- The academic challenge presented for the student is consistent with the level of the unit,
- The proposed assessment aligns with AIFE's *Assessment Policy and Procedure*,
- Any prior moderation outcomes have been addressed,
- All learning materials are current and suitable, and
- All resources required for the assessment task are available.

Post-assessment moderation

Post-moderation applies to written assignments with a weighted percentage above twenty (20) per cent of that unit's overall assessment as well as to any written examination, excluding multiple-choice examinations. Post-moderation is also conducted on the provisional grades collated for each unit prior to certification of grades.

Grades for all assessment tasks are subject to post-assessment moderation for each unit to ensure consistent and valid assessment decisions in accordance with AIFE's *Assessment Policy and Procedure* and published assessment criteria in the Unit Outlines.

On the completion of all assessment items for a term of study and prior to the communication of final grades to students, a Moderation Team, comprising of the Associate Dean and an academic staff member involved in the delivery of the units, will review the assessment results for all units in their specific course for:

- The accuracy of data entry of results, and
- The distribution of marks across assessment tasks and across different student cohorts.

The Moderation Team will consider samples from students studying a unit in each teaching period to determine the fairness of the application of the assessment criteria for all students, the appropriateness of the assessment scheme and all summative assessment items for students in a unit of study.

The Moderation Team will ensure that:

- The standard of achievement is consistent, particularly for units being delivered to different groups of students by different staff, and
- Assessment is consistent through 'double-marking' a sample of submitted tasks.

Where the same unit is offered across different courses, post-assessment moderation will be common across all courses to ensure consistency of standards.

A post-assessment moderation report with findings and recommendations will be prepared.

The Moderation Team will also prepare a report on assessment results for all units in the relevant course, which will be submitted to the Dean. The report will include:

- An evaluation of the distribution of marks,
- Any adjustments to marks,
- Any recommendations for change to assessment tasks and/or relevant feedback to markers, and
- An assessment of the equivalence of student results with other comparable units' external to AIFE.

The Dean will review the assessment reports to ensure that the standard of achievement is internally and externally consistent, particularly for units being delivered to different groups of students by different staff.

Following the Dean's review, all assessment reports will be submitted to the Learning and Teaching Committee (LTC) to certify all grades. No exam marks will be released until after the moderation and certification of grades.

Final grades will be made available to students through AIFE's Learning Management System.

Appendix 1 shows when moderation occurs in the assessment process.

External benchmarking of assessment tasks and processes is encouraged and supported at AIFE through peer-review processes undertaken with academic staff in relevant disciplines at similar higher education providers, under the provisions of the *Benchmarking Policy and Procedure*.

Reporting on moderation

The Dean will maintain a record of the outcomes of any pre- and post-assessment moderation undertaken. The record will contain information on the assessment tasks moderated and the number and nature of changes to tasks arising from the moderation process.

Based on these records, the Dean will prepare a Moderation Report for the LTC at the end of each teaching period. The report, which will form part of the LTC's report to the Academic Board, will:

- Summarise the conduct and outcomes of both pre- and post-assessment moderation, including any comments or advice from unit moderators, and
- Highlight any improvements or amendments to assessment tasks or practices resulting from the moderation process

The Academic Board will review and approve any recommendations for improvement included in the report for implementation.

The Dean will ensure that follow-up actions included in the report are completed within a reasonable timeframe and that recommendations for improvement are referred, or allocated, to the relevant roles within AIFE for implementation.

The Academic Board will monitor the conduct and outcomes of pre- and post-moderation across AIFE to ensure that the assessment moderation process is effective and is reflective of a continuous improvement culture.

Quality assurance and professional development

AIFE will assure the quality of its moderation processes through benchmarking processes and professional development of academic staff.

Where possible, external academic expertise will be engaged to contribute to ongoing benchmarking of AIFE's standards of teaching and learning, assessment and processes of moderation.

Professional development opportunities for design, implementation and moderation of assessment will be provided to academic staff and included by the Associate Dean as required activities in the development plans of academic staff.

The Associate Dean will include required professional development relating to moderation activities.

Responsibilities

The Dean:

- Oversees the pre-assessment and post-assessment moderation processes undertaken across courses,
- Submits final assessment reports to the LTC,
- Reports the final outcomes of pre- and post-moderation activity to the academic board at the end of each teaching period, and
- Ensures that the outcomes of pre- and post-moderation activities inform continuous improvement of AIFE's processes, including integrating outcomes into course development and review processes.

The Associate Dean is specifically responsible for:

- Monitoring the pre-assessment and post-assessment moderation processes for their course,
- Providing assurance to the Dean that all pre- and post-moderation activities have been undertaken diligently, competently, and with regard to the integrity of the course, and
- Ensuring that relevant academic staff associated with a unit are informed prior to the start of the teaching period about assessment tasks, assessment criteria, marking and pre- and post-moderation procedures.

Definitions

For the purposes of this Policy, the following terms are defined as follows:

Certification of Grades	The process by which all grades are confirmed by the LTC following review and moderation
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Moderation	The process of ensuring that assessment validly and reliably measures achievement of expected learning outcomes in a unit of study
Pre-assessment moderation	Validates the appropriateness, fairness, clarity, accuracy and standard of assessment tasks and materials before they are used for assessment
Post-assessment moderation	Ensures the accuracy of assessment decisions and consistency with published criteria through the review of a designated sample of marked student work

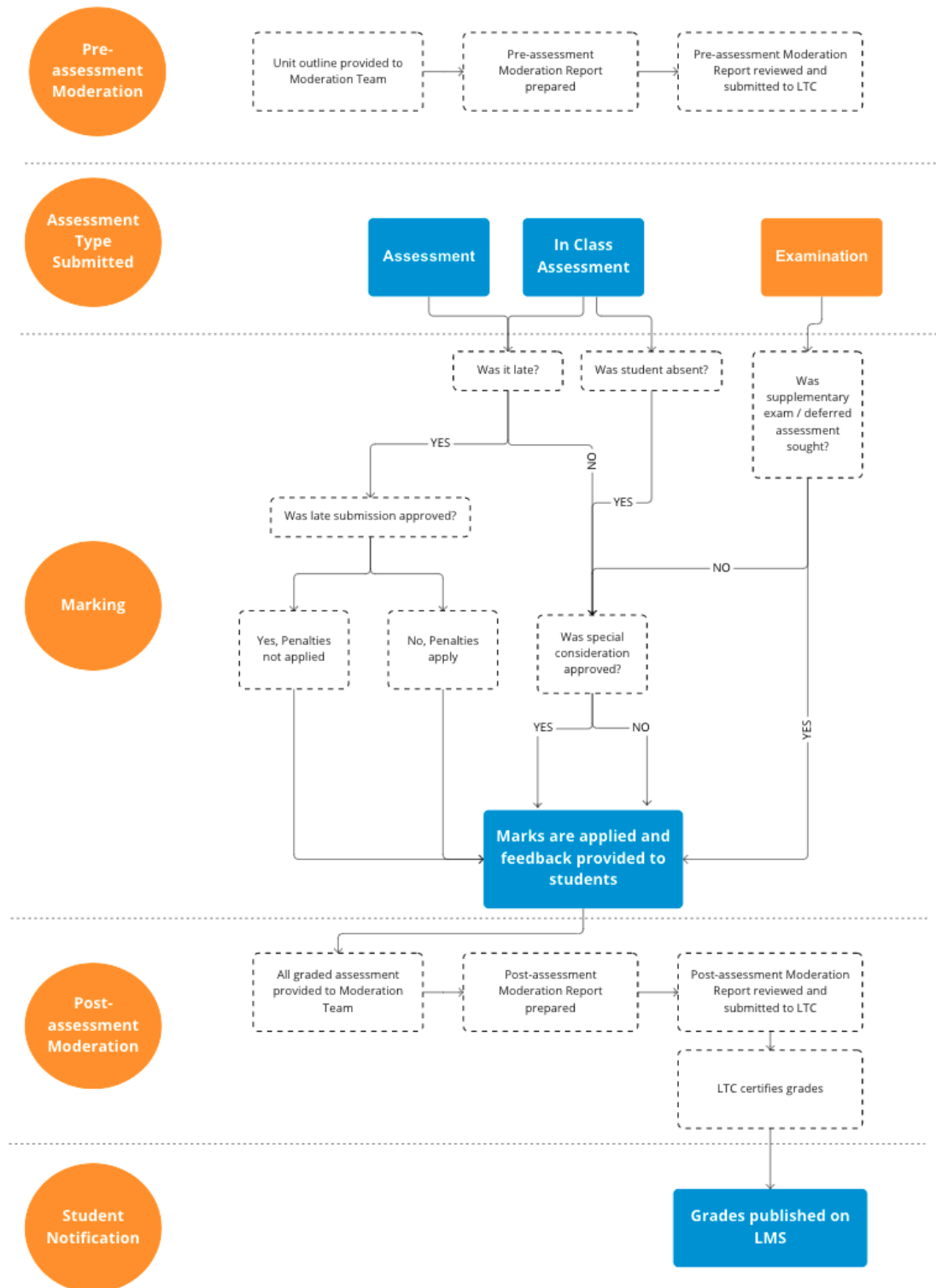
Version History

Version #	Changes	Approval Body	Approval Date
1.0	New Policy	Academic Board	11 July 2022
2.0	Update to reflect approved Workforce Plan	Academic Board	11 October 2022
3.0	Clarification on pre- and post-moderation	Academic Board	06 December 2022
4.0	Update header and footer	Academic Board	31 October 2024

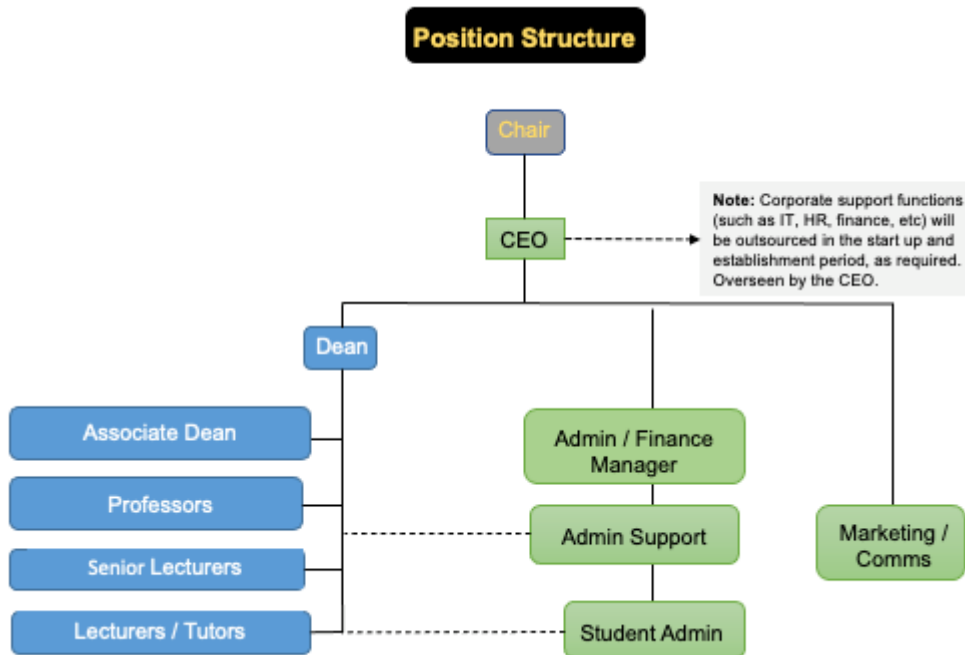
Additional Information

Policy Status	Approved
Policy Owner	Dean
Next Review Date	3 years from Approval Date
Related Internal Documents	Assessment Policy and Procedure Benchmarking Policy and Procedure
Higher Education Standards Framework (Threshold Standards) 2022	Standards 1.3.3, 1.4.3, 1.4.4, 3.1.3 and 5.3.4
Other legislative or regulatory instruments	Not applicable

Appendix 1 – Assessment Process Flowchart



Appendix 2 – Positional Chart and Role Description



Position	Responsibilities
Dean	<ul style="list-style-type: none"> Support & report to the Academic Board Lead and support academic sub-committees Ensure all academic compliance issues are met Oversee all teaching and learning management Ensure course evaluation processes completed
Associate Dean	<ul style="list-style-type: none"> Provide support and advice to the Dean Contribute to all academic sub-committees Oversee student complaints and grievances Coordinate & ensure successful course delivery Report any academic matters as appropriate
Professors	<ul style="list-style-type: none"> Deliver high quality, expert centred lectures Deliver high quality, expert centred tutorials Ensure high level student engagement Complete all student assessment processes Provide feedback on course improvement
Senior Lecturers	<ul style="list-style-type: none"> Deliver high quality courses and units Deliver high quality lectures & tutorial sessions Ensure high level student engagement Complete all student assessment processes

Position	Responsibilities
Lecturers / Tutors	<ul style="list-style-type: none">• Provide feedback on course improvement
	<ul style="list-style-type: none">• Support Senior Lecturers in course delivery• Provide interactive student advice & support• Troubleshoot student issues as appropriate• Support with student administration issues• Assist in student satisfaction surveys